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ABSTRACT

This book presents a practical approach for assessing children's spelling and word knowledge abilities and offering effective, appropriate instruction. Included in the book is the Developmental Spelling Analysis (DSA), a dictated word inventory that enables teachers to evaluate students' stages of spelling development and their knowledge of important orthographic features. Detailed guidelines are set forth in the book for engaging students in hands-on word study that is tailored to their specific strengths and weaknesses. Features of the book include narrative "snapshots" of children at different stages of spelling development; numerous examples of student work; suggested word sort activities for each orthographic feature; lists of recommended books and poems; and a focus on fostering a love of words through word play and language appreciation. Appended are reproducible forms for administering the DSA and a list of over 12,000 words arranged by sound, pattern, and meaning-related features. Contains a 115-item list of children's books, a 37-item list of word play and word histories, a glossary, and 70 references. (NKA)

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# WORD JOURNEYS

## Assessment-Guided Phonics, Spelling, and Vocabulary Instruction

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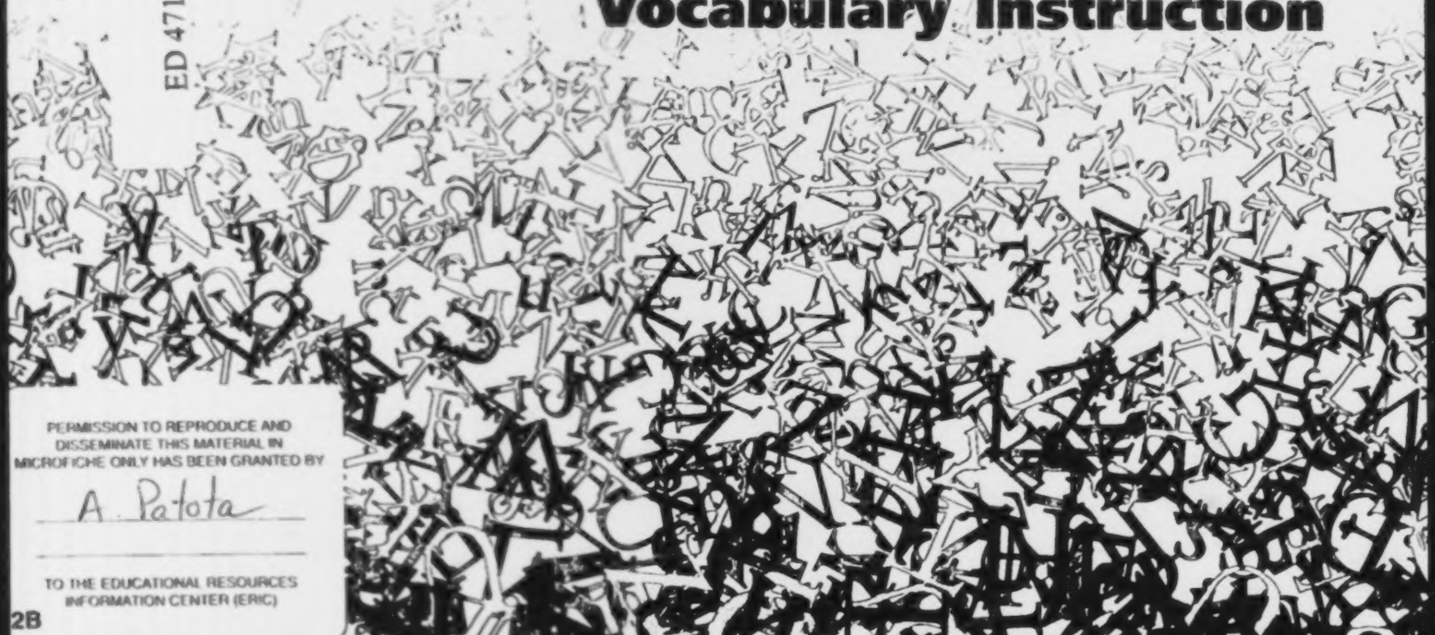

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## Solving Problems in the Teaching of Literacy

Cathy Collins Block, *Series Editor*

Engaging Young Readers:
Promoting Achievement and Motivation
*Edited by Linda Baker, Mariam Jean Dreher, and John T. Guthrie*

Word Journeys:
Assessment-Guided Phonics, Spelling, and Vocabulary Instruction
*Kathy Ganske*

# WORD JOURNEYS

## Assessment-Guided Phonics, Spelling, and Vocabulary Instruction

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KATHY GANSKE

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*To all those with a curiosity about words*
*and most specially to Philip, who has shared*
*in so many of my own word journeys.*

# About the Author

**Kathy Ganske, PhD,** is an assistant professor in the Department of Reading at Rowan University, Glassboro, New Jersey, where she teaches graduate and undergraduate courses in literacy and supervises the reading clinic. Before receiving her doctorate from the University of Virginia, she was a long-time classroom teacher in primary through upper elementary grades and taught in many regions of the country. Kathy is a popular consultant and leader of inservice workshops.

# Preface

I have written *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction* so that teachers and students can experience the advantages of exploring words through a student-centered approach that is interactive and inquiry-based. The book is grounded in developmental spelling research (Henderson, 1990; Templeton & Bear, 1992) and is intended as a practical guide to help you understand what your students already know about words and to assist you in planning appropriate and engaging instruction. It is divided into two sections.

*Part I—Understanding Children's Word Knowledge.* Few spelling errors are random. Rather, they are demonstrations of the writer's level of understanding of how the English spelling system works. As children progress through a stage of spelling development, they tend to "use but confuse" (Invernizzi, Abouzeid, & Gill, 1994) features typical of that stage. Unless teachers are informed, they are likely to view the misspellings that result as mere errors and not as indications of what to teach, and when. Part I is intended to open the window on children's word knowledge so that teachers and others can begin to view the information afforded by children's spellings with informed eyes and thoughtful minds. Chapter 1 describes the stages of spelling development and provides a look at readers and writers at each stage through student snapshots. Chapter 2 explains how to assess children's knowledge of words with the Developmental Spelling Analysis (DSA), a dictated word inventory.

*Part II—Fostering Children's Word Knowledge.* Once you have a clear understanding of your students' orthographic knowledge, you can tailor instruction to match students' needs. This portion of *Word Journeys* addresses instructional issues. Chapter 3 discusses how to use DSA results to get started with word study. It describes considerations for selecting words, explains how to guide students through a word sort, and provides ideas for word study activities, including those that relate to word play. Most of the suggestions in this chapter are general and apply to students at any stage of spelling development.

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Chapters 4 through 7 have a different format from the previous three chapters. Each focuses on a particular stage of spelling development—letter name, within word pattern, syllable juncture, and derivational constancy—and is organized around the orthographic features that are relevant to that stage. Features are introduced one at a time and include a description of specific instructional strategies, a reference to the appendix page location of appropriate supplemental words, and a chart that outlines a possible sequence for teaching the feature. Although you can determine starting points for instruction from your inventory results, when using categorization activities like word sorting you may be unsure of what to contrast with a given feature under study and uncertain of when to move on to a new feature. The sequence of contrasts presented in the charts will provide direction in these areas. Keep in mind that *each series of sorts is just one of many that could be used.* The orderings illustrate what word study might look like across the various stages. This big picture will enable you to engage your students in word study with greater confidence and ease by providing a foundation on which to build your expertise. The framework should be used with flexibility—for some features, it may be desirable to use all of the sorts; for others, only some or none at all. This will depend on the needs of students. In time, you may wish to develop sorting sequences of your own.

Chapter 8 addresses questions that teachers commonly ask about word study. It is followed by supplemental word lists and an appendix of forms used for implementing assessment-guided word study. So that you can be an active learner, I have also included two hands-on activities (an error sort and sample inventories to score).

This book could not have been written without the many researchers, teachers, students, parents, and friends whose work or comments gave me cause to wonder about words and to reflect on students' word learning. I hope it will similarly inspire you.

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# Introduction

It has been more than 25 years since linguist Charles Read (1971) first excited the educational community with his observations of preschool children's spelling inventions. In his investigations, Read repeatedly noted a logic behind the young children's spellings. They systematically matched the names of alphabetic letters they knew to the speech sounds they were trying to write, relying heavily (although tacitly) on points of articulation—in other words, on where the sounds were formed in the mouth. This strategy resulted in consistent letter omissions and substitutions—less prominent sounds were easily overlooked (LAD for *land)*, and letter names that produced similar sounds were interchanged (GAM for *jam*). Read's now classic study ignited the interest of other researchers. Children's spelling errors, their inventions made in the absence of a complete knowledge of the spelling system, were seen as a means for understanding their word knowledge, which was thought to underlie both spelling and word recognition.

The work of Edmund Henderson and his students and colleagues at the University of Virginia confirmed and extended Read's findings (Beers, 1980; Beers & Henderson, 1977; Henderson, Estes, & Stonecash, 1972; Gentry, 1980). Their research suggested a stagelike progression of spelling development through which children advance from a reliance on sound to more pattern-based strategies as their experience with print and the English spelling system broaden. Further spelling studies, especially those targeting older students (Bear, Truex, & Barone, 1989; Schlagal, 1989; Templeton, 1983), led to refinements in the theory and elucidated the role of meaning in learning to spell.

Eventually, Henderson (1990) outlined a model of developmental spelling that encompassed the preschool years through adulthood. He divided the spectrum into five periods, or stages, each with a name describing students' spelling behavior at that particular time—preliterate, letter name, within word pattern, syllable juncture, and derivational constancy. The stage that best characterizes a child's spelling is known as the child's *stage of development*. This differs from child to child, even within the same class, because children progress at different rates through the stages. As they advance, they learn to negotiate increasingly more abstract spelling relationships, beginning with individual letter–sound associations and moving on to the greater complexities of pattern and meaning connections.

Over the years, examinations of children's spellings have also provided strong support for the relatedness of reading and writing (Ehri, 1980, 1997; Gill, 1989; Invernizzi, 1992; Juel, Griffith, & Gough, 1986; Zutell & Rasinski, 1989). Results have suggested that the two subjects should be taught in a more integrated fashion and that activities that engage children in looking carefully at words will benefit their ability to read words as well as to write them. *Orthographic knowledge*, or knowledge of the spelling system, is of central importance to both—when writing words, students are trying to map letters to sounds, and when reading they are attempting to match sounds to letters (Adams, 1990).

Still other studies have examined the spelling errors of students with dyslexia and learning disabilities in order to gain a better understanding of their learning difficulties and, in turn, to discover the most beneficial instructional practices for them. Worthy and Invernizzi (1990) found that the spelling errors of students with learning disabilities were similar to those of normally achieving students when the students were matched by developmental spelling level rather than by age or grade level. This and other studies have highlighted the need for developmentally appropriate instruction for these students (Moats, 1983; Sawyer, Lipa-Wade, Kim, Ritenour, & Knight, 1997).

Increased understanding of children's orthographic knowledge has led to new possibilities for the teaching of spelling that give greater consideration to the developmental differences typically found among students within a classroom (Bear & Templeton, 1998; Bloodgood, 1991; Cramer, 1998; Cunningham, 1995; Gentry & Gillet, 1993; Wilde, 1990; Zutell, 1998). These possibilities, coupled with the growing interest in integrating the language arts, have prompted many teachers to abandon traditional approaches in favor of alternative methods, such as the use of theme-based words, words from children's writing, high-frequency word lists, and word study (Henderson, 1990). The central focus of this book is *word study*, a learner-centered, hands-on approach that has evolved over the years as a result of developmental spelling studies and direct classroom application.

Although English has a highly complex spelling system, it is far more regular than it appears on the surface. One reason it appears to be irregular is that the pronunciation of particular letters and letter combinations often vary. For example, notice the sound of the underlined letter in each of the following words—*game, fudge, rough, resign* and *pillow, pilot, combination, special*. At first glance, teaching children to read and spell words with such letter–sound variations may seem like a nearly impossible task. Indeed, if word learning is approached in a word-by-word manner, it may be. However, more is involved in learning words than just memory. Rather than being based on a simple one-letter equals one-sound organization, our spelling system reflects the interplay of sound, pattern, and meaning relationships. As Henderson reflected: "Those who set out to remember every letter of every word will never make it. Those who try to spell by sound alone will be defeated. Those who learn how to 'walk through' words with sensible expectations, noting sound, pattern, and meaning relationships, will know what to remember, and they will learn to spell English" (1990, p. 70). In word study, students are taught to explore the sound, pattern, and meaning relationships among words through various compare and contrast strategies known as *word sorts*. By examining words encountered in their reading and used in their writing, children discover consistencies that enable them to generalize their understandings to other words and, thereby, learn to read and spell more efficiently.

Helping children learn to "walk through words" requires informed teachers who know where each student is along the continuum of spelling knowledge and who use this information to plan instruction that is appropriate for diverse needs. Unfortunately, the process of determining the word knowledge of a class of 25 to 30 students can be time-consuming and confusing. Word knowledge within a classroom typically spans several grades and several different stages of spelling development. Recognizing spelling errors is easy, but knowing how to interpret them for meaningful instruction is difficult without a firm understanding of the way word knowledge develops. This may explain why many teachers' instructional decisions related to spelling are still based on grade level, rather than being developmentally appropriate. One goal of this book is make it possible for all teachers to view their students through a developmental lens in a manner that is considerate of the many time demands placed on them.

There are several ways to learn about children's orthographic knowledge. Students' reading and writing are two important means that should be used on an ongoing basis. However, they should not be the only methods for determining what to teach and when to teach it. Students often understand more than they can apply, or at least apply consistently, in their reading and writing. Also, in the case of writing, the types of errors may be limited by the topic or the writer's confidence.

Research has shown that the understanding students have about words can be revealed with a simple dictated spelling inventory (Perfetti, 1992; Templeton & Bear, 1992). A dictated word list enables teachers to quickly assess students' levels of spelling development. The *Developmental Spelling Analysis* (DSA; Ganske, 1999), described in Chapter 2, makes it easy for teachers to identify each child's stage of development and to distinguish the orthographic features that students are currently negotiating from those they either already know or have no idea about. Such information enables teachers to design instructional experiences that build systematically on what students know.

Although having many opportunities to read and write is essential for spelling development, for most students it is not sufficient. A more guided approach is needed (Invernizzi, Abouzeid, & Gill, 1994; Templeton & Morris, 1999), one that helps students know what to look for and how to recognize what they are seeing as they explore words. Even students who seem to have a natural knack for spelling benefit from and are stimulated by developmentally appropriate activities that are within their "zone of proximal development" (Vygotsky, 1978). Students learn about words in supportive contexts where the concepts are neither too easy nor too hard. This allows them to use their prior knowledge and to connect new understandings to old—in other words, to expand their knowledge of how words work in the security of what they already know (see Figure I-1). This scenario by no means requires a humdrum exploration of words; quite the contrary.

During my last 10 years as a classroom teacher, I used word study as a natural bridge between reading and writing. Reading and writing provided the purpose and the vehicle for learning about words, and word study served as the means for strengthening and advancing students' understanding of words so they could read and write more fluently. Besides enhancing children's phonics, spelling, and vocabulary knowledge, word study (and word play) promoted discussion, language appreciation, critical thinking, curiosity, and a greater interest in reading and writing. And to top it off—we all had fun in the process!

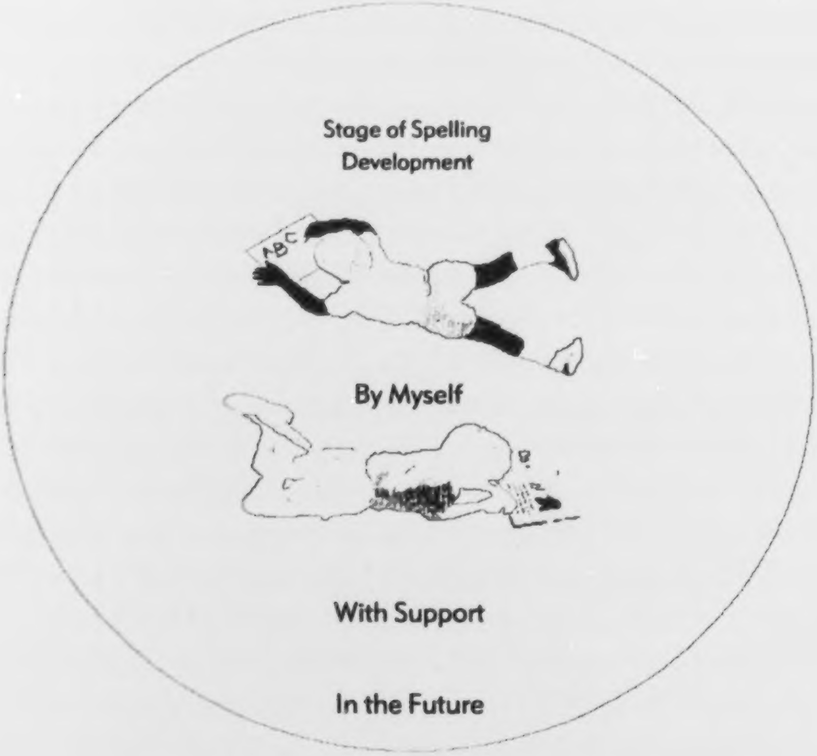

**FIGURE I-1.** Vygotsky's zone of proximal development. When students are given instructional support within their zone of proximal development–namely, at their stage of spelling development–they are able to draw upon what they already know to expand their knowledge of words. With increased understanding and continued support, aspects of orthography that were formerly too difficult ("In the Future") become negotiable.

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# PART I

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# Understanding Children's Word Knowledge

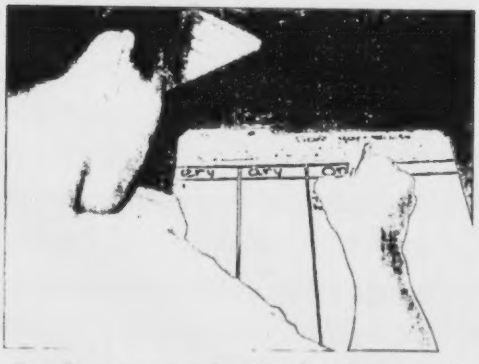
CHAPTER 1

◇

# A Developmental Perspective

In the Sea
Fish, fish, in the sea,
Say the alphabet
with me.
A B C D E F G H I
J K L M N O P Q
R S T U V W X Y Z
A

*Matching words to sentences.*



*Completing an upper-level blind written sort with words like* legendary, treachery, *and* category.

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### Chapter at a Glance

Stages of Spelling Development
Stage I: Emergent
Stage II: Letter Name
Stage III: Within Word Pattern
Stage IV: Syllable Juncture
Stage V: Derivational Constancy

◇

This chapter provides an overview of the five stages of spelling development outlined by Henderson (1990)—preliterate, letter name, within word pattern, syllable juncture, and derivational constancy. Because the term *emergent* is now widely used to describe the period of children's literacy development before the letter name stage, for purposes of clarity I have used it in place of *preliterate* in the pages that follow. In order to highlight the literacy development of students at each stage, I have included student snapshots that show their reading, writing in context, and dictated inventory spellings. Discussion of the last four stages also includes a descriptive listing of the specific orthographic features targeted by the Developmental Spelling Analysis (DSA). These features, as well as others, are described in detail in the instructional sections of Part II.

## STAGE I: EMERGENT SPELLING

This first stage of spelling development includes the writing attempts of children who are not yet reading. It is a period of emergent literacy and a time during which children's understandings about writing vary considerably. Some may pretend-write with scribbles or random marks, or reveal greater understanding through their more linear and wave-like writing. As children see others writing, start to notice print around them, and begin to write letters themselves (often those of their name), their pretend-writing takes on a more conventional appearance. Words are rendered with strings of letters and letter-like symbols. Although this writing has the look of real writing, there is no relationship between the letters used and the sounds represented (see Figure 1-1). This type of writing is sometimes called *prephonetic.*

In order to begin to understand the *alphabetic principle*, the concept that letters stand for speech sounds, children must not only have some knowledge of the alphabet but must also be phonemically aware. *Phonemic awareness* is an awareness of the sounds (*phonemes*) that make up spoken words. Phonemes roughly correspond to letters, but the connection is not one to one. For example, the word *mat* has three phonemes—/m/-/ă/-/t/, and *spend* has five—/s/-/p/-/ĕ/-/n/-/d/, but *chick* and *shade* each have just three—

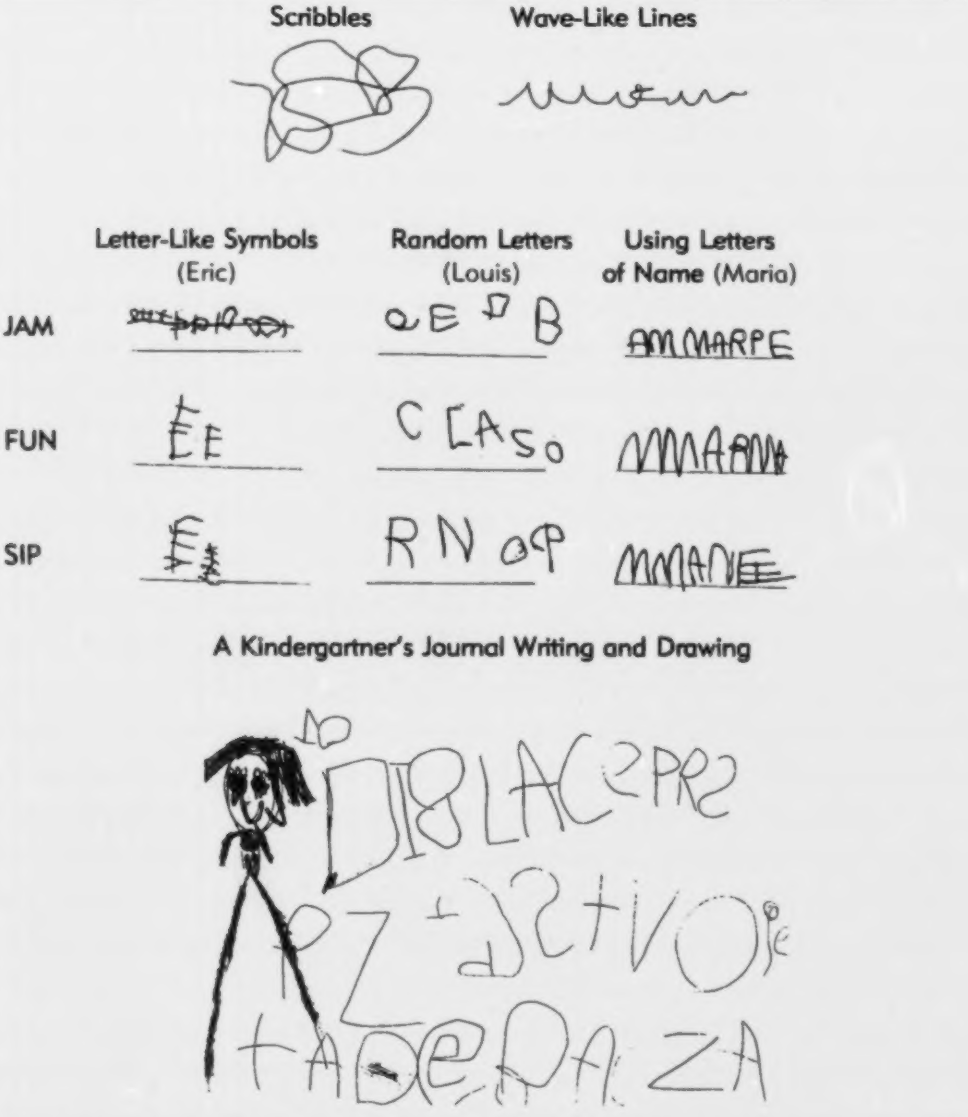
Scribbles
Wave-Like Lines
Letter-Like Symbols (Eric)
Random Letters (Louis)
Using Letters of Name (Maria)
JAM
FUN
SIP
A Kindergartner's Journal Writing and Drawing

**FIGURE 1-1.** Snapshots of emergent spellers: Prephonetic writing.

/ch/-/ĭ/-/k/ and /sh/-/ă/-/d/. Many simple, enjoyable activities have been devised to help children develop phonemic awareness (see, for example, Adams, Foorman, Lundberg, & Beeler, 1998; Blevins, 1997; Ericson & Juliebo, 1998; Yopp & Yopp, 1997). Reading aloud to children and engaging them in rhyming and alliteration games and other types of sound play are activities that can easily be used by teachers and parents (Fitzpatrick, 1998; Yopp, 1992, 1995).

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As children acquire the alphabetic principle, they learn to use their letter-sound knowledge to match spoken words with words in print and develop a *concept of word* (Morris, 1981). Teachers often foster this understanding by pointing to words as they read aloud big books, dictated experience stories, and nursery rhymes, such as those in Bruce Lansky's *The New Adventures of Mother Goose*. Repeated readings enable children to memorize the text and provide models of fingerpoint reading. By observing how the children later "read" and track the same text, teachers can discover much about their print knowledge. For example, consider the rhyme "Jack be nimble; Jack be quick. . . ." Children who have not acquired the alphabetic principle may show directionality with a sweep of their finger as they recite but will not be able to accurately point to individual words. By contrast, children who associate letters with sounds will use this understanding to guide their finger, knowing that if they're saying "be," their finger needs to point to a group of letters that starts with *b*, not with *J* or *n*. Even as children begin to develop a concept of word, words like *nimble* cause confusion, because syllables tend to be mistaken for words, and with each new syllable they move their finger along. Greater print experience helps children realize that, even though it makes sense to point to "nimble" when saying /n/-/ĭ/-/m/, it does not make sense to point to "Jack" when saying /b/-/ē/, and they learn to self-correct the mismatches.

Along with their increased knowledge of print come advances in children's writing. Attention to sound is apparent. At first, only the most prominent sound in a word may be perceived and recorded, and this may or may not be the initial one; K for *come* and D for *dog*, but T for *cut*. As children become more conscious of word boundaries in their tracking of text, their spelling reflects this. Both the initial and final consonant sounds are recorded (RN for *run* and LT for *elephant*). Writing at this time often lacks spacing between words; at first glance it may even appear to be a random string of letters (see Figure 1-2). However, because these spellers do include part of the words' sounds, closer scrutiny usually discloses an interpretable message. Not surprisingly, this type of writing is called *semiphonetic* writing.

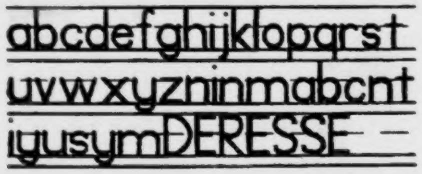
## STAGE II: LETTER NAME SPELLING

◇

Students who are in the letter name stage have only recently achieved a concept of word and begun to read. Because the beginning reader's sight vocabulary and orthographic knowledge are limited, reading and writing are slow processes, punctuated by many pauses. Reading out loud buys time for the novice reader to figure out unknown words, and picture clues and predictable text lend much-needed support. Predictable text has repetition, rhyme, rhythm, an obvious sequence (often cumulative), or a combination of these patterns that enable young readers to anticipate words. Among children's many favorites are *Time for Bed* by M. Fox, *Is Your Mama a Llama?* by D. Guarino, *Polar Bear, Polar Bear, What Do You Hear?* by B. Martin, Jr., and *Jump Frog, Jump* by R. Kalan. *Choral reading* and *echo reading* also support beginning readers. During choral reading,

**No Word Boundaries**

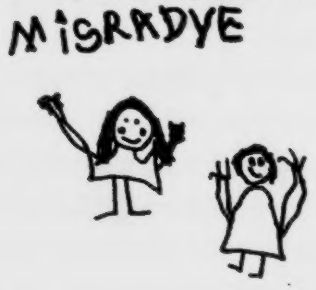
DeResse's story—completed independently on the computer—reveals his knowledge of the alphabet and his rudimentary ability to use the alphabet to communicate through writing ". . . now i know my abc's next time (y)won't you sing (y)with me."



abcdefghijklopqrst
uvwxyzninmabcnt
iyusymDERESSE –

**Captioned Picture with No Word Boundaries**

"My sister played with me."



**Late Emergent/Early Letter Name Spellings**

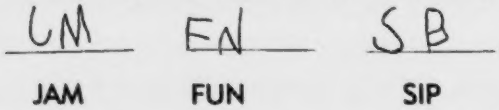

UM
JAM
EN
FUN
SB
SIP

**FIGURE 1-2.** Snapshots of emergent spellers: Semiphonetic writing.

the teacher and students read out loud together; in echo reading, the teacher reads a line and then the students read the same line.

Writing, too, is labor-intensive at this stage. Words are formed deliberately and with determination in a sound-by-sound fashion. To ease the task of writing, teachers sometimes have students write part of a story and dictate the rest, or encourage "buddy-writing" with a friend or an older student. They also give students opportunities to create personal versions of favorite patterned books and read alouds, like *Brown Bear, Brown Bear, What Do You See?* by B. Martin, Jr., and *The Very Hungry Caterpillar*, by E. Carle. Supplied with a copy of portions of the text, students complete the sentences with their own innovations—as "Little bird, little bird, *what do you see? I see a* worm *looking at*

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*me*." In classrooms where beginning readers and writers predominate, students who demonstrate more advanced understandings are often sought out by their peers for assistance during reading and writing workshops.

Letter name spellers (Read, 1975) rely on the *names* of letters to spell words. Approaching each word one sound at a time, they seek out the letter name that most closely matches the sound they are trying to reproduce. Some sounds have a more direct match than others. Consider, for example, the word *bake*. The "buh"—*b*, "aye"—*a*, and "kuh"—*k* are much more straightforward for these young spellers than are the sounds in *drip*. In the latter word, there is no direct letter name match for either the "jr" sound of the *dr* or for the short *i* vowel sound. When this happens, children choose the letter name with the closest "feel" (place of articulation) to the sound they are trying to represent. This approach frequently leads to an unconventional spelling, as in the case of *drip*. Here, either *j* or *g* may be used for the beginning element, since both letter names result in a "juh" sound—"jay" and "gee." The letter name *h* is even a possibility, because "aich" also comes close to the desired sound. The short vowel in *drip* presents another problem. Because there is no letter named "ih," the letter name chosen by the child is the one that feels most like the short *i* sound. In this instance, the closest match is not the correct letter *i*, which causes the jaw to drop when pronounced and is formed farther back in the mouth, but the letter *e*.

An experiment with a partner or a mirror will illustrate how this letter-naming strategy works. While making the short *i* sound, notice the outside shape of your mouth as well as the inside feel. Then compare this feel and look to each of the vowel letter names—*a, e, i, o,* and *u*. Almost no change occurs when you shift from the short *i* sound to naming the letter *e*, which is why letter name spellers commonly substitute *e* for *i* in short vowel words. Although spellings like JEP, GEP, HEP (or even JP, GP, or HP at the beginning of this stage) for *drip* are certainly nonstandard, they are well-reasoned attempts by novice writers seeking to make sense out of our English spelling system. Because children at this stage represent most of the sounds in their words, and because the names of alphabetic letters serve as their guide, letter name spellings are also known as *phonetic* or *alphabetic* spellings.

Letter name features include the following:

- *Initial and final consonants* are usually the first features with which the letter name speller becomes competent. However, a few consonant confusions often persist during this stage (KAT = *cat*, CAD = *sad*, and YAT = *wet*).
- *Initial consonant blends and digraphs* are made up of two consonants. In a consonant blend, the sound of each consonant is maintained (*bl* and *st*), while the two consonants in a digraph produce a single, simple sound (*ch* and *sh*). A good mnemonic for keeping blends and digraphs straight is to remember: the word blend starts and ends with a blend, and the word *digraph* ends with a digraph. Letter name spellers' representations of initial consonant blends and digraphs are often incomplete (GAB = *grab* and TAT = *that*).
- *Short vowels* are written with many substitutions. These are predictable and tend to appear as follows: BAK = *back* (no change), PAT = *pet*, FET = *fit*, GIT = *got*, and MOD = *mud*.

- *Affricate* refers to the speech sound heard when the beginning of *job* or *chop* is pronounced. Several letters and combinations of letters besides *j* and *ch* also produce this sound in English—for example, the *g* in *gym* and the letters *t* and *d* before *r* (*drop* and *trot*). The names of some letters—*g*, *j*, and even *h*—also make these sounds. Because writers at this stage depend on the sounds of letter names and how they are formed in the mouth to spell words, they often substitute one letter or letter combination for another when an affricate sound is involved (JROM = *drum*, GOB = *job*, HRE = *tree*, and CHRAP = *trap*). The choice of substitution varies and reflects what the child knows. For example, a child named Charlie is likely to rely on *ch*.
- *Final consonant blends and digraphs*, like their initial counterparts, are often incomplete (DIS = *dish*). Frequently, the incompleteness stems from an omitted *m* or *n* preceding the final consonant (BOP = *bump* or LAD = *land*). The nasal quality of /m/ and /n/ causes these sounds to be overshadowed by the consonant that follows, making it easy for the sound-conscious letter name speller to overlook them. Inclusion of the *preconsonantal nasal* is an accomplishment that typically marks the end of the letter name stage.

Although they do not warrant instructional attention at this stage, two additional characteristics of the letter name speller should be highlighted—their omission of silent, long vowel markers (BOT = *boat* and SHAD = *shade*) and of vowels in unstressed syllables (PAPR = *paper* and TMATO = *tomato*). The absence of these letters is not surprising given the letter name speller's reliance on sound. The student snapshot in Figure 1-3 is an in-depth look at a letter name speller.

## STAGE III: WITHIN WORD PATTERN SPELLING

◇

Students in the within word pattern stage have developed sight word vocabularies that enable them to read without the support of patterned or familiar text. Word recognition is further aided by a growing knowledge of the orthographic system. Rather than relying on letter-by-letter and sound-by-sound processing, learners at this stage are able to chunk parts of words and process them in a more automatic fashion. The resulting increased fluency is evidenced in children's phrase-by-phrase reading, which replaces their former word-by-word approach, and in their greater expression. As reading becomes faster, out-loud reading changes to silent reading. For both reading and writing, greater efficiency means that students have more attention available for constructing meaning. Books comprised of chapters become accessible and capture students' interests. These are simple at first and include stories like A. Lobel's *Frog and Toad Together*, and C. Rylant's *Henry and Mudge*. In time, longer chapter books with more complex plots supplant these. School and family situations are popular topics, as are mysteries. Among children's favorite are Patricia Reilly Giff's adventures of the kids at Polk Street School, Anne Cameron's stories about Julian, Louis Sachar's misadventures of Marvin Redpost, Jon Sczieska's Time Warp Trio, and Johanna Hurwitz's humorous

Thomas entered second grade as a beginning reader. Although his sight vocabulary was limited to just a few words, he was able to fingerpoint to memorized text and self-correct mistakes. He was eager to learn, full of energy, and put his all into reading and writing. Although partner reading was always an option during DEAR (drop everything and read) time, one day Thomas chose to sit near me and "reread" a patterned story that he and several other children had choral and echo read that morning. He knew they would be working with the story again the next day, and obviously wanted to be on top of the situation. I could hear him flipping pages and whisper-reading the text over and over. Finally, he turned to me and proudly announced, "I'm getting to be such a good reader I don't even have to look at the words!" As amusing as this story is, it strikes a keynote regarding literacy learning. Although beginning readers need the support of familiar text, as teachers we must be sure we help them progress beyond a dependence on context and picture clues for word reading so that they truly do increase their sight vocabularies and their understanding of letter–sound associations. This can be done by moving from story, to sentence strips, to individual words.

The spellings below, from the letter name feature list given in September, reveal Thomas's strong understanding of initial and final consonants—only *b/p*, *c/k*, and *w/y* were confused. His more limited knowledge of short vowels, affricates, blends, and digraphs is also evident. Thomas correctly spelled *map*, *bet*, *rub*, *grab*, *slid*, and *fast*.

| | | | |
|---|---|---|---|
| got | GAT | went | YATH |
| win | YNH | cap | KAP |
| fed | FAD | hop | HAP |
| rub | ROP | fit | FAT |
| ship | SEPH | jet | JAT |
| plan | PAND | drum | JUM |
| that | TATH | much | MUH |
| bump | BUP | chop | TAP |
| with | YET | trip | RAT |
| dish | BCH | | |

By the middle of January, Thomas's word knowledge had progressed considerably. He relied less on picture clues and memory for the story, and more on his growing sight vocabulary and knowledge of letters and sounds. Cumulative stories held a special interest. Although longer and more challenging, they still provided support through repetition and rhyme. Thomas and a friend were delighted when they discovered Bill Grossman's wonderful variation of the "I know an old lady who swallowed a fly" tale—*My Little Sister Ate One Hare*—and decided

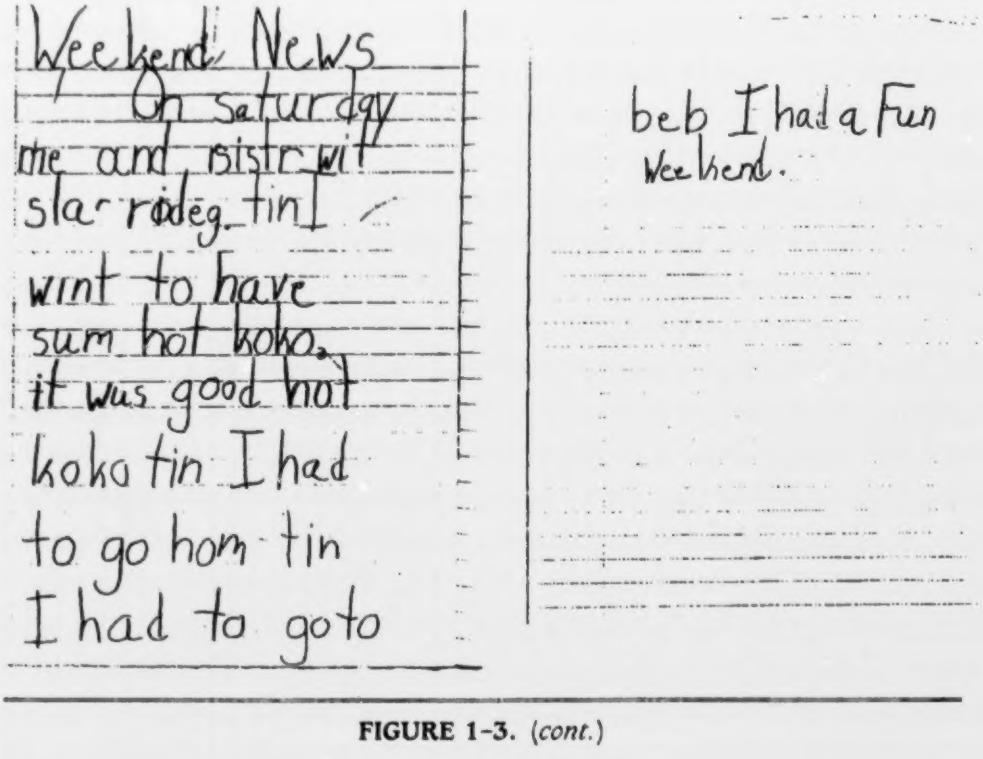
(cont.)

**FIGURE 1-3.** Snapshot of a letter name speller: Thomas.

to present it to the class. With serious determination (and many giggles), they practiced reading the story, which tells of a little girl who gobbles down everything from one hare to nine lizards "and their gizzards" but can't handle the ten peas on her dinner plate. Needless to say, the reading rated a 10 with all but the squeamish.

On the January DSA reassessment, Thomas spelled 19 of the letter name words correctly. Problems persisted with digraphs and affricates (SIP for *ship*, THOP for *chop*, MUTH for *much*, JRUM for *drum*); with consonant *w* (YITH for *with*); and with short *e* (WINT for *went*). Although Thomas's instructional needs were clearly still at the letter name stage, a few of his spellings on the within word pattern list showed that he was beginning to discover that all words are not spelled sound by sound—CUOT for *cute*, MIET for *might*, CYIET for *quite*, and POEINTE for *point*.

Weekend news writing (Fraser & Skolnick, 1994) became an anticipated part of our Monday morning routine soon after it was tried. It gave the children another occasion for meaningful writing (and purposeful reading and sharing) and afforded me time to work with small groups of children on word study. Thomas's weekend news from the time of his January inventory assessment illustrates his confusion with the digraph *th* and short *e*, his ability to spell some of his sight words correctly (*have* and *good*), and his use of classroom environmental print (*Saturday* and *weekend news*). Long vowel markers are absent here.



Weekend News
On saturday
me and sistr wit
slar rideg tin I
wint to have
sum hot koko.
it was good hot
koko tin I had
to go hom tin
I had to goto

beb I had a Fun
Weekend.

**FIGURE 1-3.** (*cont.*)

tales of Aldo. Children also find books from Joanna Coles' *Magic School Bus* series engaging. The amazing adventures of wacky Ms. Frizzle and her class and the factual information presented in the books attract students.

Advances in word knowledge affect students' writing, too, making it easier and more fluent. A noticeable result of this is longer pieces. Children at this stage consider their audience more and, unlike beginning writers who often assume that readers and listeners know more than they actually do, take care to include plenty of details. *And*, *then*, and *next* can get quite a workout as writers strive to tell the *whole* story.

Their greater experience with print leads children at this stage to a heightened awareness of how words work and, consequently, to more conventional spelling. The once-logical letter name spellings of BAK for *bake* and RAN for *rain* are not confirmed by the within word pattern speller's ever-increasing sight vocabulary—such spellings just don't "look right." Short vowel substitutions gradually disappear at this stage, and long vowel markers appear. Pattern mastery, especially the marking of long vowels, is at the heart of this stage of development. The many ways of representing long vowel sounds in English can make this a confusing process and cause within word pattern spellers to ponder "Which pattern, and when?" For example, although the *a–consonant–e* pattern is correct in *wave*, it is not correct in *train*, *play*, *eight*, *they*, and *great*. Furthermore, finding that a pattern works one time with a particular pronunciation is no guarantee that it will work with another—for example, *I liked the tale about the gingerbread man*, but *My dog's tail is very long*. In their efforts to come to terms with these difficulties, children often overgeneralize and misapply their understandings (MAIK = *make* or HIDE = *hid*).

Within word pattern features include the following:

- *Vowel–consonant–e* patterns are frequent. Despite early confusions (BAIK = *bake*), these patterns are usually the first to be used with confidence by within word pattern spellers.
- *R-controlled vowel patterns*, those in which *r* follows a vowel or a team of vowels, are often substituted for each other (HERT = *hurt*, FEER = *fear*). Reversed letter order is also common (GRIL = *girl*, BRID = *bird*).
- *Other common long vowels* include vowel teams like *ai*, *ay*, *ee*, *ea*, *oa*, and *ui*, as well as *igh*, *i–consonant–consonant* (*find* and *wild*), and *o–consonant–consonant* (*cold* and *post*). Using but confusing is apparent in spellings like BOET for *boat* and POAK for *poke*, or TITE for *tight* and SPIGHT for *spite*.
- *Complex consonant patterns* (Venezky, 1970) include the following types: (1) three-consonant clusters (*scr*, *tch*), (2) two-consonant units that result in the sound of a single letter (*ck*, *kn*), and (3) consonant and vowel units (*dge*, *qu*). Errors such as SKRAP and SCAP for *scrap*, QWEEN for *queen*, BRIGDE for *bridge*, and BICKE for *bike* are common.
- *Abstract vowels* are vowel patterns that are neither long nor short. Most of the patterns consist of two vowels that form a *diphthong*, a speech sound that begins with one vowel and glides into the next as in the following words: *pout*, *cow*, *few*, *boil*, *toy*. Other patterns include the vowel teams of *oo* (*foot* and *boot*) and *au* and *aw* (*caught* and

*paw*). Spelling difficulties often result from confusion of the patterns, like COWCH for *couch* and POYNT for *point*.

In addition to increasing their knowledge of patterns, within word pattern spellers need opportunities to explore meaning connections. A study of *homophones* (words that sound alike but are spelled differently) is not only fun for students but can clear up many writing confusions. Another meaning connection that students benefit from is the understanding that in English, actions that happened in the past are usually recorded with *ed*, regardless of how the ending is pronounced. Students' overreliance on sound when writing words of this type results in such spellings as BATID/*batted*, RIPT/*ripped*, and PEND/*penned*. The fact that *ed* endings sometimes require the dropping of a final *e* or the doubling of a final consonant is *not* an instructional issue until the next stage.

Despite the pattern complexities at this stage, as students read and examine words and exercise their understandings in their writing, they gradually sort out the correct use of patterns in single-syllable words. Their developing knowledge of pattern, sound, and meaning relationships, coupled with a steady acquisition of sight vocabulary, continues to strengthen their fluency in reading and writing. Although many students move into the within word pattern stage during second grade (see Figure 1-4), others who have difficulty with reading and writing may not reach it until much later (see Figure 1-5).

## STAGE IV: SYLLABLE JUNCTURE SPELLING

◇

By the time they reach the syllable juncture stage (often in the intermediate grades), most students have become proficient readers and process print with considerable efficiency. Reading and writing to learn assume a greater emphasis as students explore new genres and expand their purposes. Content areas, like social studies and science, present students with increasingly difficult informational text, exposing them to more sophisticated vocabulary and to more complex spelling patterns. Content studies often pique students' interests in historical fiction and biographies for recreational reading. Favorite authors also drive student choice in reading material. In fact, it is not uncommon to find students at the syllable juncture stage scouring the library for just one more book by a well-liked author, like Judy Blume, Betsy Byars, Matt Christopher, Lois Lowry, Roald Dahl, Lloyd Alexander, Beverly Cleary, or J. K. Rowling.

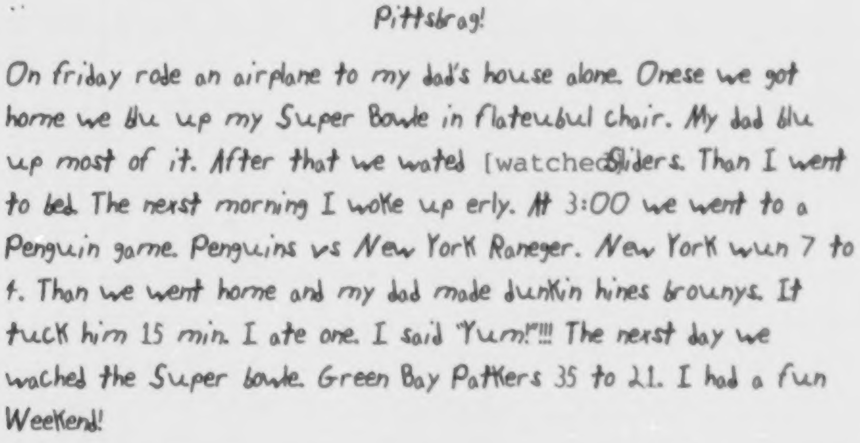
Much of students' writing at this stage is done in response to what they are learning. They write to persuade, explain, describe, summarize, and question, using such forms as letters, essays, and various types of response logs to convey their ideas. Their writing voice becomes more distinctive, more personal, than earlier. The use of *dialogue journals* (Atwell, 1998) can be especially enjoyable at this time because the letters about books exchanged between teacher and student or pairs of students are often truly conversational.

Jason began second grade as a late letter name speller who was making the transition from beginning reading to more independent reading. He spelled 19 words correctly on the DSA given in September. His spellings indicated short *i* and short *e* confusions. Jason used short *i* correctly in just one word—WIN. In all but one of the other words (TRP for *trip*), he consistently substituted e (SHEP, WETH, SLED, FET, DESH). A few of his spellings at the within word pattern stage reveal a beginning awareness of long vowel marking—GAPE for *grape*, FERE for *fear*, STEPE for steep. Jason's sight vocabulary was growing, and it wasn't long after the year started that he was reading easy chapter books, such as those from the *Frog and Toad* and *I Can Read* series, with peer or teacher support. Although he occasionally whisper-read, more and more of his reading was done silently.

By January, Jason was ready to deal with patterns within words. On the spelling reassessment, he demonstrated a firm grasp of the vowel–consonant–e pattern and showed experimentation with other vowel patterns—GLAIR for *glare*, HERT for *hurt*, FEER for *fear*, FROUN for *frown*, STUED for *stood*, and PONTE for *point*. Jason spelled 14 words correctly on the within word pattern feature list.

His progress from relying on sound when spelling words to considering patterns is apparent in a comparison of his September spelling of *bridge* (BREJ) with that in January (BIREG).

As Jason's word knowledge increased, writing became easier and more fluent, as evidenced by his weekend news at the time of the spelling reassessment. It took up four and a half journal pages! His spellings are indicative of a growing understanding of English spelling. Typical of children at this stage and age, his account provides a "play by play" description of what happened.



Pittsbrag!

On friday rode an airplane to my dad's house alone. Onese we got home we blu up my Super Bowle in flateubul chair. My dad blu up most of it. After that we wated [watched Sliders. Than I went to bed. The nexst morning I woKe up erly. At 3:00 we went to a Penguin game. Penguins vs New YorK Raneger. New YorK wun 7 to 4. Than we went home and my dad made dunKin hines brounys. It tucK him 15 min. I ate one. I said "Yum!"!!! The nexst day we wached the Super bowle. Green Bay PatKers 35 to 21. I had a fun WeeKend!

**FIGURE 1-4.** Snapshot of a within word pattern speller: Jason.

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Sara also reached the within word pattern stage, but as a fifth grader. Although her DSA assessment revealed strong understandings of features at the letter name stage (all 25 words were correct), her demonstrated knowledge of sound–pattern relationships on the within word pattern list was considerably weaker (just10 words were correct). Like Jason, Sara had no difficulty in spelling words with vowel–consonant–e, and as learners often do, she overgeneralized her grasp of this feature to other words (MITE for *might*, FRANE for *frown*, and STUDE for *stood*). Her experimentation with other patterns was limited to two words (STEAP for *steep* and GLAER for *glare*).

Finding a satisfying book was not an easy task for Sara—"too difficult" and "not interesting" choices left her sitting and gazing, rather than engaged. However, when she found or was introduced to a book she liked and felt comfortable with, it was difficult to draw her attention away. *Fruit Flies, Fish, and Fortune Cookies* by Anne Le Mieux was one such book. After reading for some time one day, Sara wrote the following entry in her dialogue journal:

*Dear Mrs. G.*

*I am reading Fruit Flies, Fish, and Fortune Cookies. It is a very good book. What happed was that Mary Ellen bracks her mom's mirow and her friend said that she would have bad luck for 7 years. So she said that she does not belive in that stuff.*

*So the next day she finds out that her best friend is moveing to pares for 2 years so that is the frist thing. She thinks she will not tell her mom that she brock her mirow but she tells her that but her mom is not made that was one good thing. But when she was on her way to walk home she got sprayed by a skunk.*

*I thank that this book is very good for me. I like when she thinks abot bad luck and then it comes. I think that you will like thime to.*

*Your friend*
*and all ways will be,*
*Sara*

Sara's ability to spell numerous sight words is apparent from her writing—WOULD, SAID, HAVE, GOOD, FRIEND. Although she used patterns correctly in many single-syllable words (for example, *out, home, spray, luck*), she misused them in others (such as , MADE for *mad*, BROCK for *broke*, BRACKS for *breaks*, FRIST for *first*). The understandings she develops at the within word pattern stage will serve as the basis for later learning at the syllable juncture stage when she will deal with issues like those in MOVEING and MIROW.

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**FIGURE 1-5.** Snapshot of a within word pattern speller: Sara.

Spellers at this stage use most vowel patterns in single-syllable words correctly. Polysyllabic words and the issues accompanying them become the instructional focus. Students must learn to apply their pattern knowledge within syllables and across syllable boundaries. A primary question is whether to double the final consonant of a syllable in order to maintain the vowel sound—*hopping* and *dotted*, not HOPING and DOTED, and *butter* and *motel*, not BUTER and MOTTEL.

Syllable stress also needs to be taken into account at this stage. In polysyllabic words, syllables differ in the amount of stress, or accent, placed on them when they are pronounced. When syllables are stressed, the vowel sound is obvious. This simplifies the process of selecting the right pattern. However, unstressed syllables do not clearly identify the vowel and therefore are a source of numerous spelling errors. Compare, the second syllable in *contain*, which is stressed, to the second syllable in *villain*, which is not. Both have the same pattern, yet the second example is far more troublesome to spell (and read) than the first. Students' difficulties stem from the schwa sound that occurs in unstressed syllables. This sound, designated by the symbol (ə) and pronounced "uh," creates confusion for the syllable juncture speller because it can be represented by any of the five vowels (*again, agent, pencil, complete, focus*) as well as by various combinations of them. The student snapshots in Figures 1-6 and 1-7 illustrate the characteristics of learners at this stage.

Syllable juncture features include the following:

- *Doubling and e-drop with ed and ing endings* requires a firm understanding of how patterns work. For example, in order to correctly spell *baking*, a learner must first know that *bake* is spelled BAKE and not BACK or even BAIK. Then attention must be given to preserving the vowel's sound by dropping the final *e*, by doubling the final consonant, or by simply adding the ending (for example, *taping*, *tapping*, *tacking*).
- *Other doubling at the syllable juncture* also depends on pattern knowledge. In syllables that end with a long vowel sound, the quality of the vowel is maintained by not doubling the consonant (*silent*, not SILLENT). In contrast, a syllable that ends in a consonant and contains a short vowel retains its vowel sound through consonant doubling (*matter*, not MATER, and *cabbage*, not CABAGE). The latter syllable principle holds true for many words. However, because English includes numerous words borrowed from other languages that have undergone pronunciation changes, this rule has many exceptions (*rabbit*, but *habit*).
- *Long vowel patterns in the stressed syllable* present opportunities for the syllable juncture speller to apply pattern knowledge learned at the within word stage to words of more than one syllable—*complaint*, not COMPLANTE. Perhaps the strong relationship between this feature and those mastered at the previous stage accounts for the fact that it is often the first syllable juncture feature to be used with confidence.
- *R-controlled vowels in the stressed syllable* provide further opportunities for students to apply and extend their within word pattern knowledge (DISTERB = *disturb*).
- *Vowel patterns in the unstressed syllable* have a schwa sound (*trample* and *solar*) that lead to spelling confusions (TRAMPUL and SOLER). An examination of similar words (*sample, dimple, simple, temple*) can be of considerable help, as can meaning (*polar, similar, popular, regular* are all adjectives).

In second grade, Abigail demonstrated a sophisticated command of language. She was very verbal and took pleasure in both reading and writing. Her reading tastes varied from Laura Ingalls Wilder's *Little House* series to Mary James' *Shoebag*, the story of a cockroach who changes into a human. Abigail read with fluency, expression, and in-depth understanding, often adding an insightful remark to a book discussion. Writing was a favorite pastime that received much of her attention throughout the year. Free moments usually found her several pages deep in a new story, collaborating on a play, or playing with words for a poem, like the first line of this poem about rain: "Drip drop tiddle top, I woke up in the morning. . . ."

Abigail was already a syllable juncture speller in September. Her spelling assessment revealed a strong knowledge of patterns in single-syllable words and showed that she was negotiating spelling issues in longer words. Although she correctly spelled *trotted*, she had trouble with the doubling in *clapped* (CLAPED) and *swimming* (SWIMING). Other doubling confusions were also evident. She spelled *tennis* right but missed *pilot* (PILLITE) and *minnow* (MINO). Vowel patterns also caused her difficulty—*complaint* (COMPLANT), *disturb* (DISTERBE), and *trample* (TRAMPUL). Nonetheless, Abigail accurately spelled 12 of the 25 words.

By January, Abigail had sorted out many of the doubling and pattern questions and when reassessed spelled 20 of the words correctly. *R*-controlled vowel patterns and vowel patterns in unstressed syllables were still troublesome (SOLUTE for *salute* and BERDEN for *burden*). Abigail's weekend news at this time illustrates her proficiency in writing and spelling. She made only three spelling errors in her recounting of the sleepover—FIANALLY, SLEDED, and SATERDAY. Interestingly, the last is a word that appeared on the classroom calendar. Unlike Thomas, Abigail may have felt confident enough about her spelling to write the word without checking.

*Robyn's Sleepover*

*We ran upstairs. And went to Jessica (Robyn's sister's) room, to play computer. After that we fixed a fort, in her room. Then we had macaroni and cheese, and hot dogs. Then we ran upstairs, and got ready for bed. It was 9:00. We told ghost stories. With the light off. Nothing scared us until "Ahhhhh" Robyn's mom came in the room. We turned on the light. And played with her stuffed animals. Then 1 hour later, we found out that Robyn had some M&M's in her room. We each had 9 M&M's. Then we went to bed.*

*The next morning at 7:30, Robyn and I went downstairs and made oatmeal. (It turned into watery-oatmeal-mush) I had a poptart instead. Then we went outside. I made a snowman, Robyn made a snowman. Caline, Robyn's dog took my mitten. We chased and chased after her. Fianally, we got it. After that we sleded down the hill. Then we had hot cocoa. I had to go home then. I had fun.*

**FIGURE 1-6.** Snapshot of a syllable juncture speller: Abigail.

Like many of her peers in fifth grade, Gina was dealing with syllable juncture issues in her spelling. Her performance on the spelling assessment at the beginning of the year was strong at the within word pattern stage—the only word she missed was *bridge* (BRIGDE). Gina spelled 12 of the syllable juncture words correctly. Her strength was with vowel patterns in the stressed syllable. She missed just two *r*-controlled patterns (FERNESS for *furnace* and BIRDEN for *burden*) and only one long vowel pattern (COMPLANT for *complaint*). As the rest of her spellings reveal, her understanding of the other features at this stage was just developing. Her need to sort out spelling issues in polysyllabic words is also apparent in her journal entry below.

| *E*-drop and doubling | | Other doubling | | Unstressed syllable | |
|---|---|---|---|---|---|
| SWIMMING | | TENNIS | | TRAMPLE | |
| MAKING | | PILET | *pilot* | MAYOR | |
| TROTED | *trotted* | SOBBER | *sober* | POLER | *polar* |
| CLAPED | *clapped* | BAGIGE | *baggage* | FOUNTEN | *fountain* |
| PILEING | *piling* | MINOW | *minnow* | SULLUTE | *salute* |

Gina was a fluent reader and enjoyed different genres—*The Great Gilly Hopkins; Black Star, Bright Dawn; Tuck Everlasting*. She knew what she liked in a book and readily and clearly expressed her ideas and reactions to her reading in her journal letters, as in the following entry:

*Dear Mrs. Ganske,*

*I was reading a book called Starring Sally J. Freedman as Herself. I droped it on page 34. There wasn't enouf action, exitement, and laughs. It didn't have enouf to it. It was just about her. I dragged myself to read it. It was sort of like standding and waiting for the ball to come when you play soccer with the boys, but it never comes.*

*But there is a good side. I started a book that I think I am relly going to like. It's called A Little Princess by Frances Hodgson Burnett. It makes me wonder and be ciours. It looks so very intresting. I can't tell you much cauce I've only read 3 pages. So far I know the main charcter in this story is a rich girl named Sarah Crewe. I also know that Sarah is being sent away to "The Place" in Indianna from England. Judgeing by the back cover I think it's the boarding school their talking about. They make it sound like theire up on a hill on a dirty road in a carrige with fields sorounding them looking down on a cloud of mist and in the distane they see "The Place". More next Wedsenday.*

*Gina*

**FIGURE 1-7.** Snapshot of a syllable juncture speller: Gina.

Common prefixes and suffixes, also known as *affixes*, are other issues faced by the syllable juncture speller. Students need to learn that prefixes and suffixes are separate meaning units and therefore remain unchanged when added to a base word (*misspelled*, not MISPELLED, and *really*, not REALY). A knowledge of prefixes and suffixes also helps in decoding and understanding unfamiliar words.

## STAGE V: DERIVATIONAL CONSTANCY SPELLING

This is the last stage of spelling development and one that continues through adulthood. Most of the words students encounter in their reading and many they use in their writing are of relatively low frequency and primarily of Greek and Latin origin. Although some students reach the derivational constancy stage by fourth grade, the majority are likely to be in seventh or eighth grade before they attain it (Ganske, 1999). Occasionally, students exhibit word knowledge characteristic of this period early in their school years; in fact, a kindergarten teacher shared the spellings of one such "expert" with me! However, just because they demonstrate a sophisticated understanding of words does not mean these young learners are ready for word study with derivational constancy features. They typically lack the necessary reading and writing connections. The text they choose to read reflects characters, happenings, and vocabulary that are more closely aligned with their age-related interests than with their word power. Similarly, although these young experts can spell low-frequency words when called upon to do so, they do not use them in their writing. By contrast, more mature derivational constancy spellers are confronting the orthographic features described below in their reading and are attempting to use them in their writing. They, like the fifth grader highlighted in Figure 1-8, are ready to address these issues through word study.

Unlike words studied at earlier stages, many of the words at this stage are related and derive from the same *root*. Roots, like prefixes and suffixes, carry meaning. Because they cannot be made any smaller without losing the meaning, they are known as *morphemes*. Some roots (often called *root words*) are intact words, as in *rereading*. However, most of the Greek and Latin roots that form the backdrop for word study at this stage are not—*transfer, audible, dictate*). Learning to preserve the meaning units of derivationally related words is the key issue confronting spellers at this stage. For example, in each of the following pairs of words, notice the consistency of the spelling–meaning connection, despite the pronunciation changes that are evident in the underlined letters: *condemn/condemnation, discuss/discussion, music/musician, compose/composition*. An awareness of this relationship can greatly facilitate spelling knowledge and enhance vocabulary acquisition.

Derivational constancy features include the following:

- *Silent and sounded consonants* occur in word pairs such as *hasten* and *haste*. Although the latter word is seldom misspelled at this stage, the former frequently is (HASEN). Being mindful of the meaning connection between these two words can help insure that students include the silent *t*.

Lance started fifth grade as a solid syllable juncture speller. By midyear, he had progressed to the derivational constancy stage, spelling 14 of these words and all but one word on the syllable juncture list correctly. Lance's spellings show that he is beginning to make connections between spellings and meanings but has much refining to do—as his invention for *inedible* reveals.

| Silent/sounded | | Consonant alternations | | Vowel alternations | |
|---|---|---|---|---|---|
| DESIGN | | EXPRESSION | | DISPOSITION | |
| PROHIBITION | | CONSUMPTION | | INSPIRATION | |
| SOLEMN | | DISRUPTION | | STABILITY | |
| HEISON | *hasten* | PURSSUATION | *persuasion* | PROCLAMATION | |
| MUCSLE | *muscle* | POLITITION | *politician* | DEFINATE | *definite* |

| Latin-derived suffixes | | Assimilated prefixes | |
|---|---|---|---|
| SUBMISSIVE | | ACCUMULATE | |
| ETERNITY | | SURPRESS | *suppress* |
| ASSURANCE | | COLIDE | *collide* |
| INEATABLE | *inedible* | ERRESPONSIBLE | *irresponsible* |
| PERSISTANT | *persistent* | IMMOBAL | *immobile* |

Lance was an excellent reader and read widely from the classroom and school libraries, as well as from outside sources. He particularly enjoyed action and adventure. This interest led him to nonfiction books like Jean Fritz's *Stonewall*, but also to the fantasy works of James Howe. During the course of the year, Lance devoured all of the Howe books he could find. The following entry from his dialogue journal in January shows his taste in reading material and illustrates his proficiency as a speller and writer.

*Dear Mrs. Ganske,*

*I am reading Howliday Inn by James Howe.*

*What's happening in this story is while Chester and Harold are out looking for clues concerning Louise's dissapearence, they spy on Max and Georgette (also a dog). While discussing what they had heard Max, Lyle, Taxi (dog), and Georgette surround them and start saying accusations like "you don't really think Louise was murdered". The next day Harold awakes to find Chester missing. Jill and Harrison (the caretakers) say they don't see how Chester could have been poisened!*

*My thoughts are the following. I like this book because of it's non-stop action and suspense. For example I thought "oh my gosh" when Chester dissapeared. I like the characters because Harold thinks logic and Chester is a crazy thinker. I predict that Chester is not dead because of my background knowledge. I know that Chester is a main character and usually main character's don't die. I like how James Howe forms his characters. I think the combination of a logical thinker and an illogical thinker is great. I can't wait to find out what happens next.*

*Sincerely,*
*Lance*

**FIGURE 1-8.** Snapshot of a derivational constancy speller: Lance.

- *Consonant changes* (or alternations) involve a predictable change in a consonant's sound or its sound and spelling. In the examples that follow, notice the changes that occur in the underlined portions of the words. Then note the types of misspellings that may result when students are not aware that words related in meaning are often related in spelling as well. Even when spelling changes occur, as in the last two examples, these tend to be predictable when considered by families of words (*consume/consumption*, *resume/resumption*, and *conclude/conclusion*, *include/inclusion*, *allude/allusion*).

| | |
|---|---|
| *confess* → *confession* (sound) | CONFESION |
| *presume* → *presumption* (spelling/sound) | PRESUMTION |
| *exclude* → *exclusion* (spelling/sound) | EXCLUTION |

- *Vowel changes* (or alternations) most often involve a change in the vowel's sound. Vowel sounds may shift from long to short, long to schwa, short to schwa, and schwa to short in the related form. The most common and probably most often misspelled words of this type are those that alter to a schwa sound. Changes from long to short give the speller the advantage of being able to use sound as a cue (*volcano* → *volcanic*); those altering to a schwa do not.

Again, the underlined letters of each of the following examples point out the change. Notice how much more obvious the vowel sound is in the first word than in the second. By thinking of a related word in which the vowel sound is clear, students make the task of spelling words like *composition* and *democratic* much easier.

| | |
|---|---|
| *compose* → *composition* (long to schwa) | COMPESITION |
| *democracy* → *democratic* (short to schwa) | DEMICRATIC |

Vowel alternations occasionally require a spelling change as well. However, as with consonant alternations, these are usually predictable if considered by families (*explain/explanation*, *proclaim/proclamation*, and *exclaim/exclamation*.

- *Latin-derived suffixes* often have sound-alike counterparts, and this leads to confusion.

*invisible*, not INVISABLE, and *respectable*, not RESPECTIBLE
*conference*, not CONFERANCE, and *abundant*, not ABUNDENT

- *Assimilated prefixes* (also known as *absorbed prefixes*) are characterized by double consonants. However, unlike syllable juncture doubling, this doubling results from the fact that over time the final consonants of some prefixes have been absorbed or assimilated into the accompanying base word or root (*in* + *literate* = *illiterate*, *sub* + *press* = *suppress*, and *in* + *merse* = *immerse*). Most spelling errors related to this feature are due to a lack of doubling (ILITERATE, SUPRESS, and IMERSE).

Greek and Latin roots provide further areas for study at the derivational constancy stage. By realizing that spelling can signal a common root, students are able to make meaning connections among related words and thereby expand their vocabularies. For example, knowing that the root *rupt* means "to break" provides a clue to the meaning of other words with this same word part—*abrupt, bankrupt, eruption, interrupt.*

Through increasing experiences with reading and writing and through guided explorations of words, mature writers and readers discover how the sound, pattern, and meaning principles of English spelling interact. As the discussions in this chapter have shown, the process of acquiring such knowledge is a developmental one (see Figure 1-9). To aid students' progress, teachers need to know what orthographic understandings students already have. The Developmental Spelling Analysis described in Chapter 2 reveals this information.

Before moving on to the next chapter, you may want to check your understanding of stage-related features. Sort the word cards with student misspellings that are included in Appendix 2 into the appropriate categories. Begin by placing the five stage name cards as column headers. Then place each error card under the stage that characterizes the spelling. To see if you're correct, return to the feature descriptions earlier in this chapter. The spellings have been selected from examples that were discussed. An answer key appears as Figure 8-2 at the end of Chapter 8.

| | Emergent | | Letter name | Within word pattern | Syllable juncture | Derivational constancy |
|---|---|---|---|---|---|---|
| | **Prephonetic** | **Semiphonetic** | | | | |
| **Ages:** | 1 to 7 | | 4 to 9 | 6 to 12 | 8 to 12 | 10+ |
| **Grades:** | pre-K to mid-1 | | 1 to 2 | 2 to 4 | 3 to 8 | 5 to 8+ |
| | B∃IGT | N | PAN | PAN | PAN | PAN |
| | 132TB | CM | SAM | STEM | STEM | STEM |
| | ERL88I | K | BIK | BIEK | BIKE | BIKE |
| | ABGE | HT | CRT | CHRAT | CHART | CHART |
| | ∃A23 | DD | DITD | DOTID | DOTED | DOTTED |
| | IABTT | Z | JREZL | DRIZUL | DRIZZEL | DRIZZLE |
| | BBEGBA | K | CRETSIZ | CRITUSIZE | CRITASIZE | CRITISIZE |
| | 8BGRE | M | MGRT | MUJORTEA | MEJORATY | MEJORITY |

*Note:* Grade-level ranges indicate grades at which a third or more students are likely to be at that stage of development (Ganske, 1999). **Emergent Stage:** This is a stage of *emergent* understandings. Children progress from prephonetic writing with no letter–sound association (B∃IGT for *pan*) to semiphonetic, "part sound," spelling (N for *pan* or CM for *stem*). **Letter Name Stage:** Students spell by sound, often matching the *names of alphabetic letters* to the sounds they wish to write (JREZL for *drizzle).* They learn to associate letters with their appropriate sounds (*drip*, not JREP). **Within Word Pattern Stage:** Students learn to use *patterns* to spell single-syllable words (*bike*, not BIEK and *chart*, not CHRAT). **Syllable Juncture Stage:** Because words of more than one syllable are the focus at this stage, students are confronted with new spelling issues that result from the *juncture or joining of syllables*, such as consonant doubling, dropping the final e before *ing*, and syllable stress (*dotted*, not DOTED). **Derivational Constancy Stage:** Students learn that related words—those with the same *derivation*, or origin—often share the same spelling pattern; the spelling pattern tends to remain *constant* despite changes in pronunciation (*critic/criticize* and *major/majority*).

**FIGURE 1-9.** Examples of students' spelling inventions by stage.

CHAPTER 2

◇

# Assessing Word Knowledge

## *The Developmental Spelling Analysis*

*Independent reading during DEAR time.*

***Chapter at a Glance***

Learning about the Screening Inventory
  Dictation
  Scoring
Learning about the Feature Inventories
  Dictation and Scoring
  Analyzing Feature Performance
  Recording Results
  Instructional Implications
  Feature Inventories A and B

◇

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In order to tailor instruction appropriately for children, it is important for teachers to learn about their students' orthographic understandings. As previously discussed, ongoing monitoring of students' writing is one part of the information-gathering process (see Laminack & Wood, 1996, for a discussion of evaluating spelling in context); periodic assessment with a dictated word inventory, such as the Developmental Spelling Analysis (DSA), is another.

I devised the DSA with teachers in mind. Teachers typically have classes of 20 to 30 students and many curricular demands to meet. The often difficult and time-consuming process of analyzing and interpreting children's spellings for instructional purposes needs to be quick and easy. The DSA enables teachers to readily and confidently identify children's stages of spelling development, highlight specific strengths and weaknesses in featural knowledge so instruction can be timely and appropriate, and moniter progress over time. The DSA includes a Screening Inventory and two different, but parallel, Feature Inventories. The Screening Inventory identifies the developmental spelling stage of students. The Feature Inventories provide more specific information and are used to determine the particular instructional needs of students. Both components may be used with individuals, small groups, or an entire class. This chapter describes how the inventories are used. A summary of the key steps appears at the end of the chapter for future reference.

## THE SCREENING INVENTORY

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The main purpose of the Screening Inventory (Figure 2-1) is to determine a child's stage of development so that the appropriate portion of the Feature Inventory can be dictated. The screening device consists of 20 words that become progressively more difficult. The words are grouped into sets of five, with each set focusing on a different stage of word knowledge, beginning with letter name. Although the Screening Inventory has been found to accurately identify a child's stage of development over 90% of the time (Ganske, 1999), it is not intended for repeated use with the same students. Once a child's stage of spelling development is initially established and the Feature Inventory is used, the Screening Inventory is no longer necessary.

### Dictation

Consider the following guidelines before starting:

1. Be familiar with the inventory.
2. Minimize distractions, and encourage a relaxed atmosphere. I let students know that I will not be grading their papers but will instead use the information to understand how to help them learn more about words.

---

*Directions*: I am going to say some words that I want you to spell for me. Some of the words will be easy to spell, and some will be more difficult. When you don't know how to spell a word, just do the best you can. Each time, I will say the word, then use it in a sentence, and then I will say the word again.

| | |
|---|---|
| 1. hen | The hen sat on her eggs. |
| 2. wish | The boy made a wish and blew out the candles. |
| 3. trap | A spider web is a trap for flies. |
| 4. jump | A kangaroo can jump high. |
| 5. brave | A brave dog scared the robbers. |

* * *

| | |
|---|---|
| 6. smile | A smile shows that you're happy. |
| 7. grain | One kind of grain is called wheat. |
| 8. crawl | The baby can crawl but not walk. |
| 9. clerk | The clerk sold some shoes to me. |
| 10. clutch | The clutch in the car needed fixing. |

* * *

| | |
|---|---|
| 11. palace | The king and queen live in a palace. |
| 12. observe | I like to observe birds at the feeder. |
| 13. shuffle | Please shuffle the cards before you deal. |
| 14. exciting | The adventure story I'm reading is very exciting. |
| 15. treason | The man was found guilty of treason. |

* * *

| | |
|---|---|
| 16. column | His picture was in the first column of the newspaper. |
| 17. variety | A grocery store has a wide variety of foods. |
| 18. extension | The workers need an extension ladder to reach the roof. |
| 19. competition | There was much competition between the two businesses. |
| 20. illiterate | An illiterate person is one who cannot read. |

Stop when a child has spelled 0 or 1 word correctly out of any set of 5.

---

**FIGURE 2-1.** The DSA Screening Inventory.

3. Instruct students to print their responses on the reproducible answer sheet found in Appendix 2 so that scoring will be easier. Sharpened pencils also help.
4. Speak clearly and distinctly when reading the items, but avoid over-emphasizing parts of the target word.
5. Dictate the number of the item, say the word, read the sentence, and then repeat the word before moving on to the next item. (Primary grade teachers may omit the sentence if the children find it distracting.)
6. Allow sufficient time for students to respond, but move along quickly.
7. Encourage reluctant spellers to write what they can.

Begin by dictating the first set of five words. Continue dictating succeeding sets as long as students are able to spell at least two of the words within the set. *As soon as someone spells only one or none of the words correctly, that child may stop*. In a small-group or individual setting, it is easy to monitor who should stop when. However, when a whole class is being assessed, use one of the following alternative approaches. Dictate the entire list to all students, watching for anyone who may be frustrated by words beyond the stopping point, so that you can quietly tell them they may stop if they wish. In classrooms where children's efforts at representing "big words" are routinely encouraged and respected, even the very young are usually willing to try. The dictation may also be spread out over more than one day, enabling you to review the results and determine which students need to stop. Regardless of which alternative you choose, be sure to observe the above criterion for stopping when scoring the papers.

## Scoring

Score the Screening Inventory by awarding one point for each correctly spelled word. *If a child completed any sets of words beyond the stopping point, these words receive scores of zero, regardless of their spelling accuracy.* Record the number of correctly spelled items at the top of each child's paper. To identify the likely stage of development, locate the child's score on the chart in Figure 2-2.

As the chart reveals, a few scores suggest two possible stages instead of one. Students in transition from one stage to another tend to achieve scores at the upper end of one set or at the lower end of the following set—namely, scores of 5 or 6, 10 or 11, 15 or 16. These individuals often vary in their actual stage of development. For example, some students with scores of 10 or 11 are within word pattern spellers, while others are at the syllable juncture stage of development. Because of this variation, both stages are listed as possibilities. Performance on the Feature Inventory is used to determine which stage is more appropriate.

Students with scores of 1 or 0 on the Screening Inventory also tend to vary in their stage of development. Those with scores of 1 may or may not be at the letter name stage. Sometimes children achieve this score due to familiarity with a specific word on the list, and yet on the whole, they may not exhibit spelling knowledge characteristic of this stage. By contrast, a child who is unable to spell any of the first five words correctly may nonetheless exhibit considerable knowledge of individual spelling features. A close look at the

| Inventory score | Predicted stage(s) |
|---|---|
| 20 | DC |
| 19 | DC |
| 18 | DC |
| 17 | DC |
| 16 | SJ/DC |
| 15 | SJ/DC |
| 14 | SJ |
| 13 | SJ |
| 12 | SJ |
| 11 | WW/SJ |
| 10 | WW/SJ |
| 9 | WW |
| 8 | WW |
| 7 | WW |
| 6 | LN/WW |
| 5 | LN/WW |
| 4 | LN |
| 3 | LN |
| 2 | LN |
| 1 | LN* |
| 0 | LN* |

*Children who achieve scores of 1 or 0 may or may not be letter name stage spellers.

**FIGURE 2-2.** The Screening Inventory prediction chart: Identifying students' stage(s) of development from the Screening Inventory.

spellings of these children can determine the value of progressing with the Feature Inventory. In general, if the spellings indicate attention to initial and final sounds, and especially if a vowel has been included, dictation of the letter name portion of the Feature Inventory is recommended.

After you have identified a child's likely stage(s) of development on the chart, note the result on the answer sheet by circling the appropriate letter at the top: *L* for letter name, *W* for within word pattern, *S* for syllable juncture, or *D* for derivational constancy. When this process is complete, information can be gathered from the Feature Inventory. The Screening Inventory snapshots of Chris and Tracy in Figure 2-3 illustrate how this process works.

## THE FEATURE INVENTORIES

◇

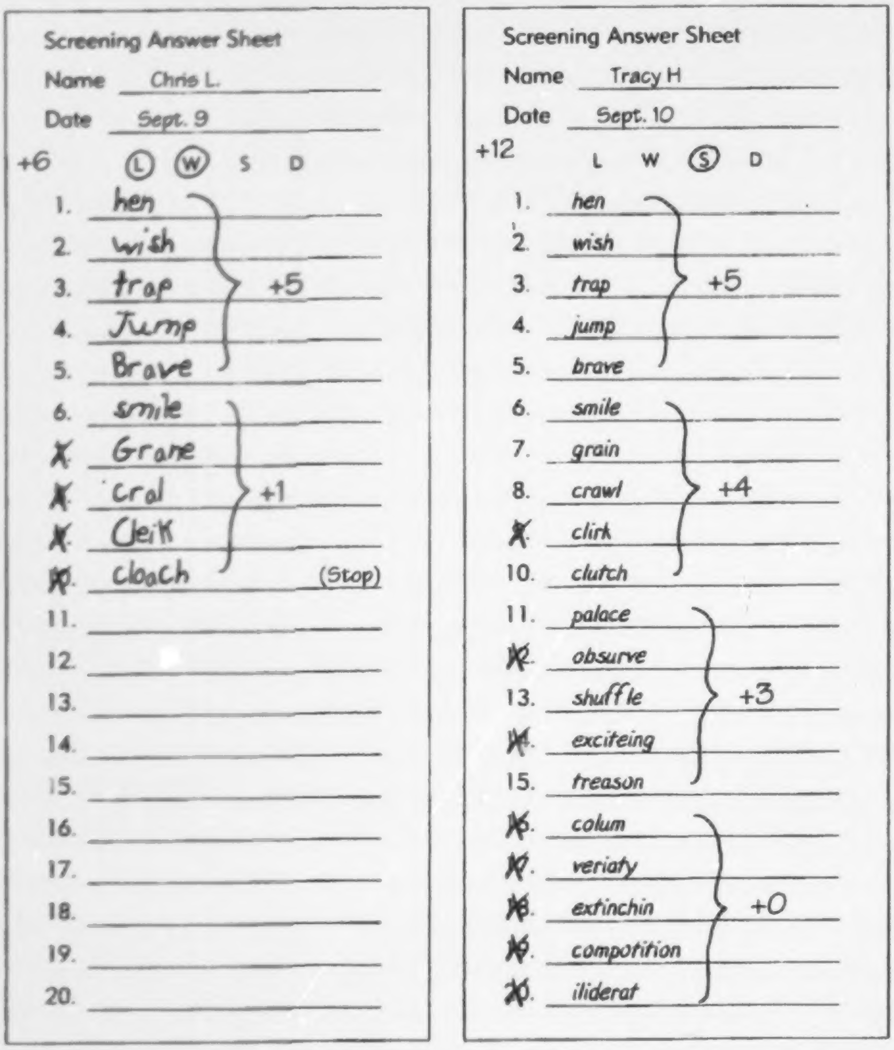
Two different Feature Inventories, Forms A and B, were developed for the DSA so that children would not become overly familiar with certain words as a result of repeated use. Each inventory has separate lists for the letter name, within word pattern, syllable juncture, and derivational constancy stages of word knowledge. The individual lists contain 25 words that focus on five different spelling features. Although the words are different for the two inventories, the orthographic features are the same.

The Feature Inventories are designed for flexible use and enable teachers to choose between a brief assessment option and a more comprehensive one. The procedures for the two are similar. The primary differences are that the brief approach provides teachers with less information and takes less time to administer than the more comprehensive approach.

With the brief option, information is gathered about a child's stage of development only. This provides useful instructional information and entails minimal dictation of words. Students with LN predicted as their stage complete the letter name list; those with WW complete the within word pattern list; those with LN and WW complete both; and so on. This option enables teachers to determine which features are areas of strength, which seem to be relatively weak, and how well the child can accurately spell words at this stage, thereby making it easy to plan appropriate instruction.

The comprehensive option provides the same instructional information as the brief approach. However, because it is more extensive, it enables teachers to assess the full range of a child's word knowledge, not just stage of development performance. While this makes the process somewhat more time-consuming, it insures that students begin responding to words that are relatively easy to spell, thereby building their confidence. The information that results from this approach leads to a *total inventory score*, which is useful for following children's progress from year to year as well as for comparing the progress of students.

One method is not better than another. The choice is a matter of the teacher's purpose, which may differ over the course of a school year. Most teachers prefer to gather comprehensive data once or twice a year to document overall progress, but rely on stage



Screening Answer Sheet

Name Chris L.

Date Sept. 9

+6 [✓ L] [✓ W] S D

1. hen
2. wish
3. trap +5
4. Jump
5. Brave
6. smile
~~7.~~ Grane
~~8.~~ cral +1
~~9.~~ Cleik
~~10.~~ cloach (Stop)
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

Screening Answer Sheet

Name Tracy H

Date Sept. 10

+12 L W [✓ S] D

1. hen
2. wish
3. trap +5
4. jump
5. brave
6. smile
7. grain
8. crawl +4
~~9.~~ clirk
10. clutch
11. palace
~~12.~~ obsurve
13. shuffle +3
~~14.~~ exciteing
15. treason
~~16.~~ colum
~~17.~~ veriaty
~~18.~~ extinchin +0
~~19.~~ compotition
~~20.~~ iliderat

Chris spelled the first set of words correctly. But since he was able to spell only one of the second set, he did not attempt any more words. His score is 6. According to the chart in Figure 2-2, Chris is either a letter name or a within word pattern speller. Because both stages are possibilities, the *L* and the *W* are circled at the top of Chris's answer sheet.

Tracy completed all 20 words. She spelled 9 of the first 10 words accurately, plus *palace, shuffle,* and *treason* in the third set, before missing the entire last set. Tracy's score of 12 corresponds to the syllable juncture stage on the prediction chart, so S has been circled at the top of her paper.

**FIGURE 2-3.** Screening Inventory snapshots: Chris and Tracy.

of development information from the brief option at other times to keep them abreast of instructional needs. By supplementing the assessment results with regular observations of children's writing, teachers will be well prepared to make sound instructional decisions.

Whether to use Feature Inventory A or B at a given time is also a matter of choice. However, if an entire school or school division is using the DSA, it is best to come to agreement about when to use which form. This adds consistency to the process. Many schools base the decision on how the assessment is being used—one form for the brief option and the other for the comprehensive. Others specify that a certain form be used for a given reporting period—for example, Form A for the first and fourth quarters, and Form B all other times. At any rate, *dictating one inventory form more than twice to a child during a year is strongly discouraged.* It should not be necessary and could reduce the measure's reliability.

A detailed description of the comprehensive assessment option is presented below. Because the same general directions apply to the brief approach, it is not explained separately. The main procedural difference is that dictation for the brief option is done at the child's indicated stage(s) of development only, unless resulting performance on this list is stronger or weaker than expected. Such instances are few, but when the predicted stage proves not to be the actual stage of development, the previous or following list will also have to be dictated. An additional difference associated with the brief option is fewer scores to record, including no total inventory score.

## Dictation and Scoring

### *Starting the Dictation*

Make a list of which students will start at which stage. When determining these starting points, be sure to drop back one stage from that indicated by the Screening Inventory. For students with two suggested stages, go back one from the earliest stage predicted. For example, students who have within word pattern as their likely stage will begin with the letter name list. Those with predicted stages of within word pattern and syllable juncture will begin with the letter name list also. Because you cannot drop back a stage for predicted letter name spellers, they too will begin with the letter name list. Although dropping back is beneficial to most students, it is especially advantageous for children who have just moved into a new stage, because starting at their stage of development is likely to mean responses with many errors.

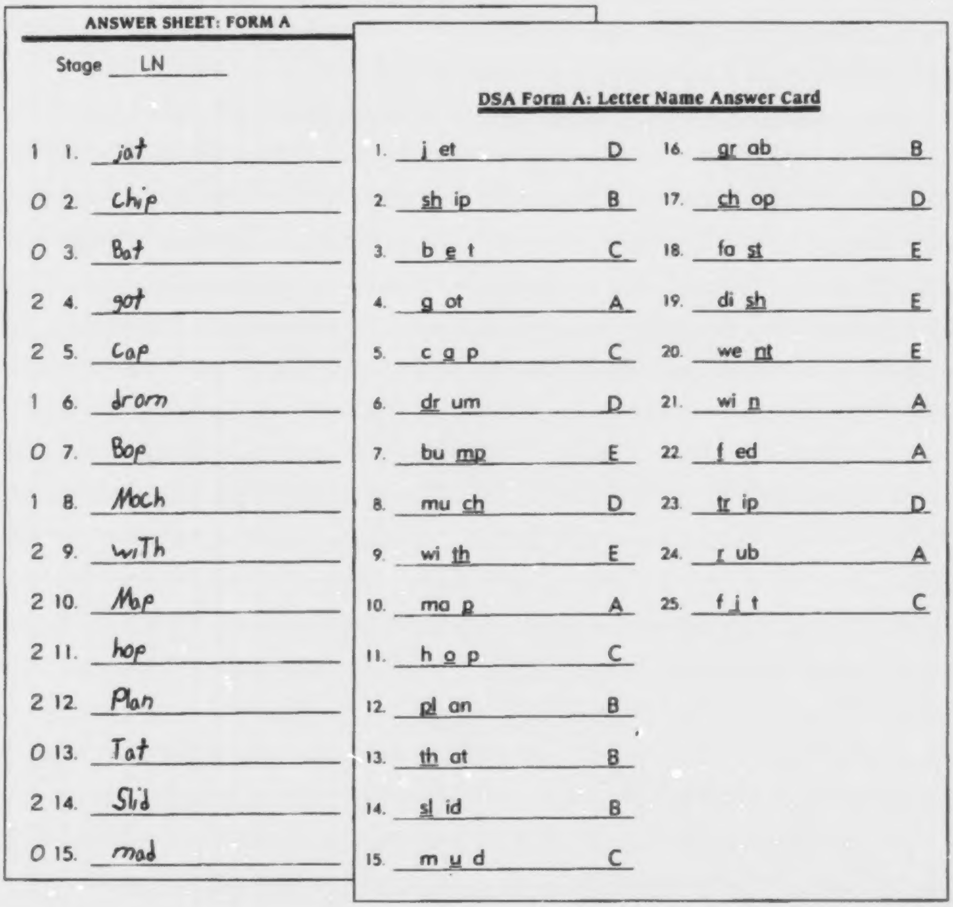
Once the list is compiled, begin dictation with the earliest stage needed. In most cases, this will be the letter name list. Oral directions are included at the beginning of each Feature Inventory form. The same general guidelines that were described for dictating the Screening Inventory should be kept in mind.

### *Scoring*

Score all answer sheets for the first dictated list before dictating the next. The Feature Inventories are scored qualitatively so that children's knowledge of specific orthographic features can be determined as well as their ability to correctly spell entire words. The following point system is used:

2 = entire word is correctly spelled
1 = targeted feature is correct; entire word is not
0 = targeted feature is incorrect

Answer cards facilitate the scoring process. The cards have the targeted feature underlined and can be aligned with a student's answer sheet (see Figure 2-4). By placing the student's paper next to the corresponding answer card, it is easy to determine the amount of credit to award each word. The appropriate 2, 1, or 0 value is recorded beside each item. Letter reversals, such as *b* for *d*, are not considered errors.



**ANSWER SHEET: FORM A**

Stage LN

| | | |
|---|---|---|
| 1 | 1. | jat |
| 0 | 2. | chip |
| 0 | 3. | Bat |
| 2 | 4. | got |
| 2 | 5. | Cap |
| 1 | 6. | drom |
| 0 | 7. | Bop |
| 1 | 8. | Moch |
| 2 | 9. | wiTh |
| 2 | 10. | Mop |
| 2 | 11. | hop |
| 2 | 12. | Plan |
| 0 | 13. | Tat |
| 2 | 14. | Slid |
| 0 | 15. | mad |

**DSA Form A: Letter Name Answer Card**

| | | | | | |
|---|---|---|---|---|---|
| 1. | j et | D | 16. | gr ab | B |
| 2. | sh ip | B | 17. | ch op | D |
| 3. | b e t | C | 18. | fa st | E |
| 4. | g ot | A | 19. | di sh | E |
| 5. | c a p | C | 20. | we nt | E |
| 6. | dr um | D | 21. | wi n | A |
| 7. | bu mp | E | 22. | f ed | A |
| 8. | mu ch | D | 23. | tr ip | D |
| 9. | wi th | E | 24. | r ub | A |
| 10. | ma p | A | 25. | f i t | C |
| 11. | h o p | C | | | |
| 12. | pl an | B | | | |
| 13. | th at | B | | | |
| 14. | sl id | B | | | |
| 15. | m u d | C | | | |

**FIGURE 2-4.** An answer card scoring example.

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### *Determining Stage Scores*

Once the items are scored, *tally* the number of *correctly spelled* words (those with a score of 2), and note the result at the top of the paper. Keep in mind that tally means to count, not add. The tallied result is the overall score for that stage. *Stage scores cannot exceed 25*, since there are only 25 words.

Dropping back a stage means that the first list should be one where most students exhibit strong understandings. In most cases, the stage scores on a student's initial list will fall in the range of 22 to 25. Those who are novice spellers at the letter name stage of development obviously are not starting out at a stage earlier than their predicted stage of development, and therefore they are not likely to perform as well. If a student does not achieve a score demonstrating confidence (22 to 25) on the first list and if that list was not the letter name list, it will be necessary at some point to drop back yet one more stage for this student.

### *Dictating the Next Feature List*

The second feature list may be dictated the same day or on a subsequent day. Students responding to the words should include (1) those with the following stage as their predicted stage (the new "drop-back" group) and (2) all students who achieved stage scores of 12 or greater on the list just completed. Students with stage scores in the range of 0 to 11 do not need to proceed further. After the dictation, score the responses as described above.

### *Continuing the Process*

Repeat the above steps until all students have a set of stage scores that demonstrate the full range of their word knowledge. In general, this means scores that extend from a level of confidence (22–25) down to relative weakness (0–11). However, novice spellers may not be able to achieve a score of 22 or greater, and advanced spellers may never attain scores as weak as 11.

Stage scores between 12 and 21 are indicative of a child's stage of development. Such scores reflect spelling features that are within the learner's zone of proximal development. In other words, the child shows some understanding of the features presented but not a complete grasp of them. It is here that instruction should be directed. By contrast, scores above 21 reveal few errors and little need for instructional support. Those below 12 suggest much confusion on the part of the speller and too many new issues to negotiate.

Occasionally, a score in the 0 to 11 range is used as the basis for determining a student's stage of development. This occurs when a child demonstrates confidence at one stage but falls short of reaching the stage of development range on the next. These children are in transition and are most often moving from the letter name stage to within word pattern. Spellers of this type are referred to as *early* (such as early within word pattern spellers). Figure 2-5 presents a summary of how to interpret stage scores.

| Stage score (correctly spelled words) | Observations |
|---|---|
| 22–25 | **Secure Understandings**<br>The speller is competent and confident at this stage and demonstrates firmly developed understandings. |
| 12–21 | **Stage of Development**<br>The student is confronted with new spelling issues that challenge existing understandings about how the orthographic system works. As the student revises and refines previous notions in light of new information, features are likely to be used correctly at times but confused at others. |
| Below 12 (but with strong scores, 22–25, on the previous stage) | **Early Stage of Development (WW, SJ, DC)**<br>Although there is much at this stage that the speller hasn't yet figured out about the spelling system, the student has a solid base of understandings from which to progress. |
| Below 12* | **Too Much Is Unknown**<br>Without a firm understanding at the previous stage, scores below 12 reflect an overload of new issues. The logic behind the child's spelling is likely to deteriorate; even random spelling may occur. |

**Note.* Because there is no prior list at the letter name stage, spellers with feature knowledge that indicates letter-sound association, such as B or BT for *bet*, may be considered *early letter name* spellers.

**FIGURE 2-5.** Interpreting stage scores on the Feature Inventory.

## Analyzing Feature Performance

After the dictation and scoring are finished, each child's feature performance needs to be analyzed. For most students, this means determining spelling strengths and weaknesses on one list—their stage of development list. Occasionally a student may have two stage scores that fall within the 12 to 21 range; if so, analyze both. In most cases, these are students who are in transition from one stage to another. Teachers also sometimes analyze two different lists for early spellers—the stage of development list and the previous one.

To learn how well students performed on a specific feature, tally the words that have this feature correctly represented. First, you will need to locate the five words that address the feature. This is easily done by referring to either the feature letters listed at the end of each line on the answer cards, or by using the words by feature chart found at the end of each Feature Inventory (see Figure 2-6). Once you have identified the five words,

**DSA Form A: Syllable Juncture Answer Card**

1. f ur nace N
2. ma king** K
3. s o ber L
4. compl ai nt M
5. p il ot L
6. t er mite N
7. pol ar O
8. pi ling** K
9. cla pped** K
10. esc a p e M
11. dist ur b N
12. tramp le O
13. c ir cus N
14. surv i v e M
15. swi mming** K
16. b ur den N
17. ba gg age* L
18. fount ai n O
19. expl o d e M
20. may or O
21. s a lute O
22. mi nn ow* L
23. tro tted** K
24. te nn is* L
25. comp e t e M

*A vowel must follow the underlined letters. One must also precede the underlined letters in words 17, 22, 24.
**A single vowel must precede the underlined letters.

**Words by Feature, Form A**

LN Stage

| A | B | C | D | E |
|---|---|---|---|---|
| 4 | 2 | 3 | 1 | 7 |
| 10 | 12 | 5 | 6 | 9 |
| 21 | 13 | 11 | 8 | 18 |
| 22 | 14 | 15 | 17 | 19 |
| 24 | 16 | 25 | 23 | 20 |

WW Stage

| F | G | H | I | J |
|---|---|---|---|---|
| 4 | 6 | 3 | 1 | 2 |
| 11 | 9 | 8 | 5 | 10 |
| 17 | 15 | 14 | 7 | 13 |
| 19 | 21 | 20 | 12 | 18 |
| 23 | 24 | 25 | 16 | 22 |

SJ Stage

| K | L | M | N | O |
|---|---|---|---|---|
| 2 | 3 | 4 | 1 | 7 |
| 8 | 5 | 10 | 6 | 12 |
| 9 | 17 | 14 | 11 | 18 |
| 15 | 22 | 19 | 13 | 20 |
| 23 | 24 | 25 | 16 | 21 |

DC Stage

| P | Q | R | S | T |
|---|---|---|---|---|
| 5 | 1 | 10 | 4 | 3 |
| 8 | 2 | 21 | 7 | 6 |
| 13 | 9 | 23 | 11 | 12 |
| 18 | 17 | 24 | 15 | 14 |
| 19 | 20 | 25 | 16 | 22 |

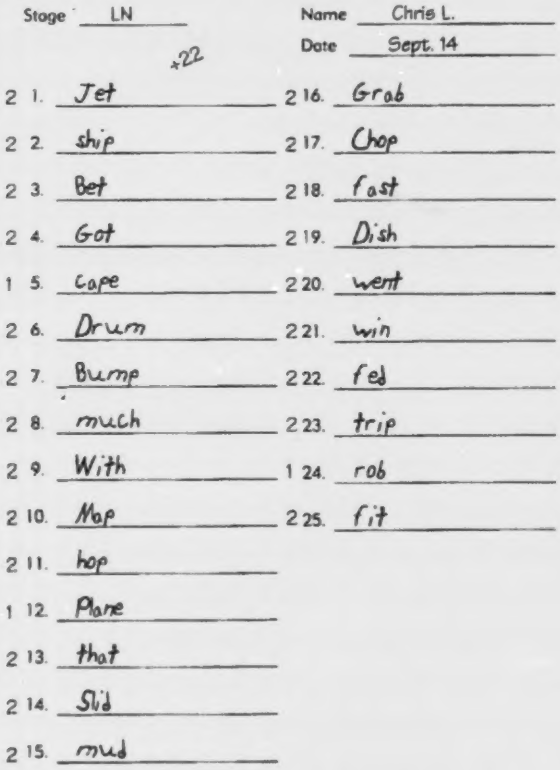
**FIGURE 2-6.** Ways of identifying features.

count those with a score of 1 or 2. Record the results at the bottom of the answer sheet. Carry out the process for all five features. Scores will range from 0 to 5. It is usually easiest to complete the analysis for all students at one stage before moving on to another. Labels for the identifying feature letters are listed on the class record found in Appendix 2. For example, at the letter name stage, *A* represents *initial and final single consonants*, *B* stands for *initial consonant blends and digraphs*, *C* is used for *short vowels*, and so on. Figures 2-7 and 2-8 trace the Feature Inventory assessments of Chris, an early within word pattern speller, and Tracy, a syllable juncture speller (see Figure 2-3 for the screening results for Chris and Tracy). To practice scoring and tallying feature performance, see the student samples included in Appendix 2. Answers are included in Figure 8-2 at the end of Chapter 8.

Chris's Screening Inventory score of 6 suggested two possible stages of spelling development—letter name and within word pattern.

The tally of Chris's correct spellings on the letter name feature list reveals a stage score of 22, indicating that this stage is one of confidence for Chris. Not only did he miss just 3 of the words, but as the absence of any 0 scores shows, Chris accurately represented the feature in all 25 words. Two of Chris's misspellings, CAPE for *cap* and PLANE for *plan*, resulted from the addition of an e-marker. This type of overgeneralization of the silent e is common among children who are within word pattern spellers and strongly suggests that the within word pattern stage is Chris's actual stage of spelling development.

On the within word pattern list, Chris achieved a stage score of just 10, making this the last feature list he completed. Although Chris's score falls below the expected 12–21 stage of development range, within word pattern is nonetheless the stage at which Chris is ready for instruction. Because of his strong score on the letter name feature list and his relatively weak stage score on this list, Chris is considered an early within word pattern speller. Contrary to his

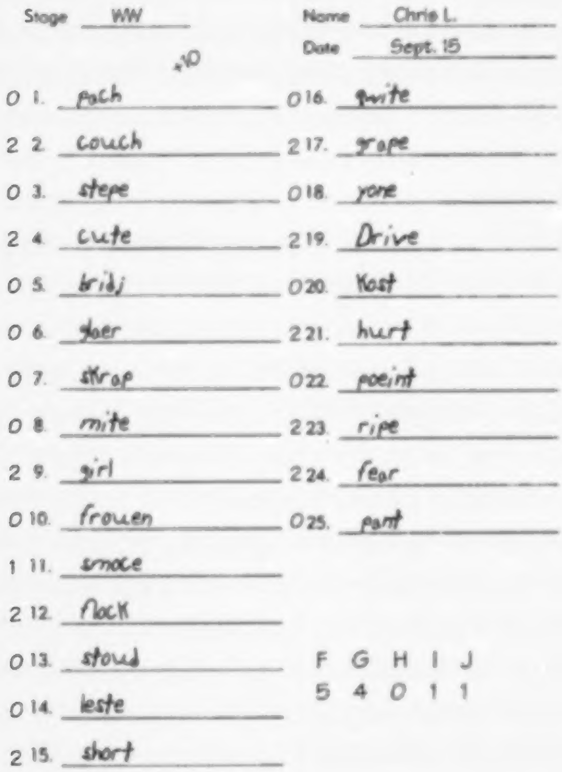

Stage LN
Name Chris L.
Date Sept. 14
22

2 1. Jet
2 2. ship
2 3. Bet
2 4. Got
1 5. Cape
2 6. Drum
2 7. Bump
2 8. much
2 9. With
2 10. Mop
2 11. hop
1 12. Plane
2 13. that
2 14. Slid
2 15. mud
2 16. Grab
2 17. Chop
2 18. fast
2 19. Dish
2 20. went
2 21. win
2 22. fed
2 23. trip
1 24. rob
2 25. fit

**FIGURE 2-7.** Feature Inventory snapshot of an early within word pattern speller: Chris.

performance on the letter name list, his achievement on the within word pattern list is characterized by many words with incorrect features. Clearly, Chris still has much to learn about the use of patterns in English spelling.

Feature analysis results for Chris's stage of development are noted at the bottom of his within word pattern answer sheet. As his strong performance on feature F shows, Chris is using a final e to mark long vowels. He spelled this feature correctly in all five of the targeted words (CUTE, SMOCE, GRAPE, DRIVE, and RIPE). However, Chris also used the final e to mark the long vowels in *steep*/STEPE, *might*/MITE, and *least*/LESTE. These spellings and his 0 score for this feature (H) indicate that Chris has not yet learned other common ways to mark the long vowel. His knowledge of *r-controlled vowel patterns*, feature G, is considerably stronger. As his correct spellings for *girl, short, fear,* and *hurt* demonstrate, Chris is beginning to use this feature with consistency. Although experimentation with *complex consonant units* and *abstract vowels* is apparent (*flock*/FLOCK, *stood*/STOUD, and point/POEINT), Chris's understanding of these features (I and J) is minimal.



Stage WW

Name Chris L.

Date Sept. 15

10

0 1. pach

2 2. couch

0 3. stepe

2 4. cute

0 5. bridj

0 6. sloer

0 7. strop

0 8. mite

2 9. girl

0 10. frouen

1 11. smoce

2 12. flock

0 13. stoud

0 14. leste

2 15. short

0 16. qwite

2 17. grape

0 18. yone

2 19. Drive

0 20. Kost

2 21. hurt

0 22. poeint

2 23. ripe

2 24. fear

0 25. pant

| F | G | H | I | J |
|---|---|---|---|---|
| 5 | 4 | 0 | 1 | 1 |

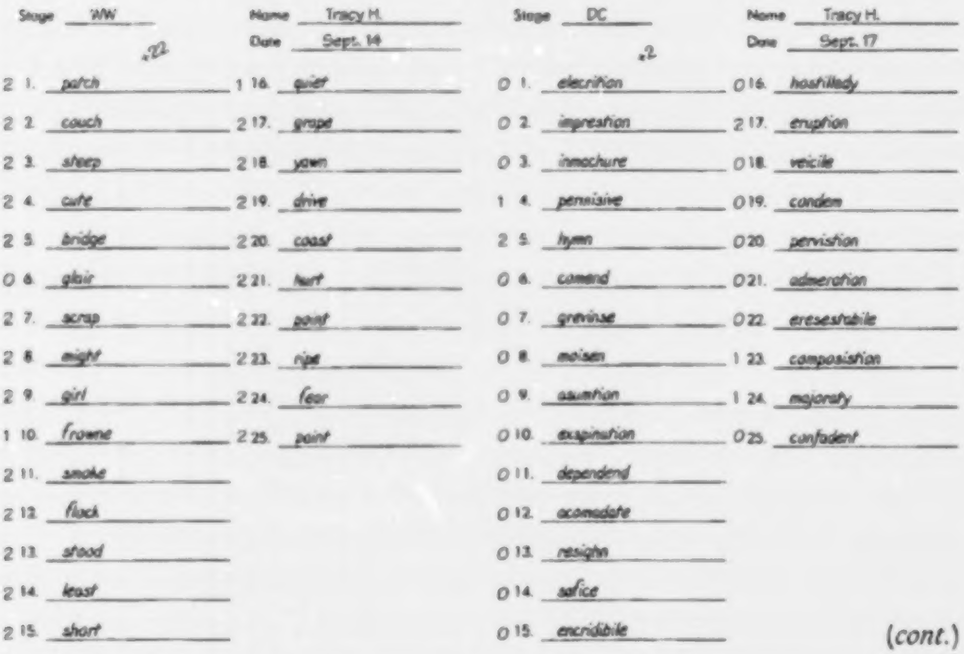
FIGURE 2-7. (*cont.*)

Tracy's Screening Inventory score of 13 predicted the syllable juncture stage of spelling development. However, before dictating this list of the Feature Inventory, Tracy's teacher dropped back to the within word pattern stage. These words were expected to be relatively easy for Tracy, and indeed they were. She spelled 22 of them correctly. Strong feature performance is also noted at this stage. The only word with a 0 score is *glare*, which Tracy recorded as GLAIR.

Tracy's word knowledge at the syllable juncture stage is less secure. Her performance, typical of stage of development spelling, is characterized by the use and misuse of various spelling features. She correctly spelled 14 of the words but misrepresented the targeted feature in numerous other words. Tracy's spellings reveal that she is beginning to sort out the spelling issues at this stage. Appropriate activities that support her experimentation will make this process easier.

Because Tracy's stage score was in the 12 or greater range on the syllable juncture list, she also responded to words at the derivational constancy stage. However, her stage score on this list is minimal. The issues confronting her were just too many and too complicated.

The results of the feature analysis completed at Tracy's stage of development are shown at the bottom of her syllable juncture answer sheet. In order to



Stage WW
Name Tracy H.
Date Sept. 14
22

2 1. patch
2 2. couch
2 3. sheep
2 4. cute
2 5. bridge
0 6. glair
2 7. scrap
2 8. might
2 9. girl
1 10. frowne
2 11. smoke
2 12. flock
2 13. stood
2 14. least
2 15. short
1 16. quiet
2 17. grape
2 18. yawn
2 19. drive
2 20. coast
2 21. hurt
2 22. point
2 23. ripe
2 24. fear
2 25. paint

Stage DC
Name Tracy H.
Date Sept. 17
2

0 1. elecrition
0 2. impreshion
0 3. innochure
1 4. pennisive
2 5. hymn
0 6. comend
0 7. grevinse
0 8. moisen
0 9. asumtion
0 10. exspination
0 11. dependend
0 12. acomodate
0 13. resighn
0 14. safice
0 15. encridibile
0 16. hoshilledy
2 17. eruption
0 18. veicile
0 19. condem
0 20. pervishion
0 21. admeration
0 22. eresesitabile
1 23. composishion
1 24. majorety
0 25. confadent

(cont.)

FIGURE 2-8. Feature Inventory snapshot of a syllable juncture speller: Tracy.

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determine the number of words with a correct feature, Tracy's teacher notes the identifying letter after each word with a correct feature and then simply counts the number of times a particular letter is recorded.

Two areas of strength are apparent in Tracy's use of the polysyllabic words that are the basis of syllable juncture spelling—her use of *long vowels* and *r-controlled patterns* (features M and N, respectively). Tracy accurately employed each of these features in four of the five words. COMPIETE and FERNACE are the two exceptions. The other three features indicate weaker understandings. Tracy shows a beginning awareness of the e-drop and doubling principles (feature K). She recorded *making* and *trotted* correctly but failed to apply the principles in *piling, swimming,* and *clapped.* Her understanding of *other syllable juncture doubling* (feature L) is also developing, as is her knowledge of *unstressed syllable patterns* (feature O).

Appropriate instruction in the features at the syllable juncture stage will enable Tracy to progress in her orthographic knowledge so that she will soon be able to handle the difficult challenges associated with spelling words at the next stage—derivational constancy.

Stage SJ
Name Tracy H.
Date Sept. 16

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 0 | 1. | fernace | | 2 | 16. | burden | N |
| 2 | 2. | making | K | 0 | 17. | bagage | |
| 2 | 3. | sober | L | 0 | 18. | fountin | |
| 2 | 4. | complaint | M | 2 | 19. | explode | M |
| 2 | 5. | pilot | L | 2 | 20. | mayor | O |
| 2 | 6. | termite | N | 2 | 21. | salute | O |
| 2 | 7. | polar | O | 0 | 22. | mino | |
| 0 | 8. | pileing | | 2 | 23. | trotted | K |
| 0 | 9. | claped | | 2 | 24. | tennis | L |
| 2 | 10. | escape | M | 0 | 25. | compiete | |
| 1 | 11. | desturb | N | | | | |
| 0 | 12. | trampel | | | | | |
| 2 | 13. | circus | N | | | | |
| 1 | 14. | sirvive | M | | | | |
| 0 | 15. | swiming | | | | | |

| K | L | M | N | O |
|---|---|---|---|---|
| 2 | 3 | 4 | 4 | 3 |

FIGURE 2-8. (*cont.*)

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## Recording Results

### The Class Record

Sometimes it is helpful to view the results of an entire class at a glance. By highlighting everyone's strengths and weaknesses, you can identify children with common needs and group them for explicit instruction. The chart shown in Figure 2-9 and included in Appendix 2 serves this purpose. It provides space for recording students' names, the number of words spelled correctly at each stage (stage score), performance on particular features, and a total inventory score. Steps for recording results from the comprehensive assessment option follow. Recording procedures for the brief option are basically the same; there are just fewer stage scores to record and no total inventory score.

1. *Arranging the papers*. Spend a few minutes organizing the student papers. The investment is well worth it. It will speed up the recording process and result in a clearer and easier-to-interpret class profile. Begin by compiling each student's answer sheets into a set. Putting the stage of development list on the top is helpful. Next, organize the sets according to the students' stage of development. Papers belonging to the letter name spellers will be in one stack, those of the within word pattern spellers in another, and so forth. Finally, order each of the stacks from strongest stage of development score to the weakest.
2. *Entering the names*. Start with any derivational constancy spellers, and enter their names down the left side of the class record. Continue in like manner with students at the other stages of development, ending with the letter name spellers.
3. *Recording the stage scores*. Transfer each student's stage scores to the appropriate columns of the chart. Some of the student's stage score space will be blank at this time.
4. *Recording the feature results*. Next, record the feature scores for each child's stage of development. Students in transition to a new stage and early spellers may have two sets of feature scores. Figure 2-10 shows part of a class record completed to this point.
5. *Determining a total inventory score*. Stage scores are needed for all four stages in order to ascertain the total inventory score. After scores from the assessment have been recorded, the blank stage scores may be extrapolated from the recorded information. To obtain the additional scores: (a) assume a stage score of 25 for all stages preceding one with an achieved score of 20 or greater, and (b) assume a stage score of 0 for all stages following one with an achieved score of 11 or less. Once the new scores are recorded, add up the four stage scores to arrive at the total inventory score (see Figure 2-11). Total inventory scores will range from 0 to 100. As noted earlier, this score enables you to compare a student's progress across time as well as to compare the progress of different students. However, a total inventory score is not necessary for planning appropriate instruction.

### The Student Profile

The student profile, included in Appendix 2, may be used as a long-term record of individual student performance. It can easily be placed in a student's portfolio. As revealed by the completed form in Figure 2-12, the profile highlights word knowledge at three

## DSA
## Class Record

| | LN STAGE | | | | | | WW STAGE | | | | | | SJ STAGE | | | | | | DC STAGE | | | | | | TOTAL INVENTORY SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Initial & Final Consonants | Initial Consonant Blends & Digraphs | Short Vowels | Affricate | Final Consonant Blends & Digraphs | **STAGE SCORE** | Long Vowels (VC*e*) | *R*-Controlled Vowels | Other Common Long Vowels | Complex Consonants | Abstract Vowels | **STAGE SCORE** | Doubling & *e*-Drop with *ed* & *ing* | Other Syllable Juncture Doubling | Long Vowel Patterns (Stressed Syllable) | *R*-Controlled Vowels (Stressed Syllable) | Unstressed Syllable Vowel Patterns | **STAGE SCORE** | Silent & Sounded Consonants | Consonant Changes | Vowel Changes | Latin-Derived Suffixes | Assimilated Prefixes | **STAGE SCORE** | |
| | A | B | C | D | E | | F | G | H | I | J | | K | L | M | N | O | | P | Q | R | S | T | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
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**FIGURE 2-9.** Part of a blank class record.

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## DSA
## Class Record

|  | LN STAGE |  |  |  |  |  | WW STAGE |  |  |  |  |  | SJ STAGE |  |  |  |  |  | DC STAGE |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Initial & Final Consonants | Initial Consonant Blends & Digraphs | Short Vowels | Affricates | Final Consonant Blends & Digraphs | STAGE SCORE | Long Vowels (-VCe) | R-Controlled Vowels | Other Common Long Vowels | Complex Consonants | Abstract Vowels | STAGE SCORE | Doubling & e-Drop with "ed" & "ing" | Other Syllable Juncture Doubling | Long Vowel Patterns (Stressed Syllable) | R-Controlled Vowels (Stressed Syllable) | Unstressed Syllable Vowel Patterns | STAGE SCORE | Silent & Sounded Consonants | Consonant Changes | Vowel Changes | Latin-Derived Suffixes | Assimilated Prefixes | STAGE SCORE | TOTAL INVENTORY SCORE |
|  | A | B | C | D | E |  | F | G | H | I | J |  | K | L | M | N | O |  | P | Q | R | S | T |  |  |
| William E. |  |  |  |  |  |  |  |  |  |  |  |  | 5 | 4 | 5 | 5 | 4 | 22 | 3 | 2 | 3 | 2 | 1 | 7 |  |
| Natalie A. |  |  |  |  |  |  |  |  |  |  |  | 25 | 3 | 4 | 5 | 4 | 4 | 19 |  |  |  |  |  | 4 |  |
| Drew C. |  |  |  |  |  |  |  |  |  |  |  | 25 | 2 | 4 | 4 | 4 | 3 | 14 |  |  |  |  |  | 3 |  |
| Tracy H. |  |  |  |  |  |  |  |  |  |  |  | 22 | 2 | 3 | 4 | 4 | 3 | 14 |  |  |  |  |  | 2 |  |
| Jessie S. |  |  |  |  |  |  |  |  |  |  |  | 23 | 5 | 3 | 4 | 3 | 3 | 13 |  |  |  |  |  | 2 |  |
| Lindsay M. |  |  |  |  |  |  | 5 | 5 | 4 | 4 | 4 | 21 | 2 | 3 | 4 | 2 | 3 | 12 |  |  |  |  |  | 3 |  |
| Spencer J. |  |  |  |  |  | 24 | 5 | 4 | 4 | 4 | 2 | 18 |  |  |  |  |  | 8 |  |  |  |  |  |  |  |

**FIGURE 2-10.** Part of a class record showing recorded scores for stages that were assessed and analyzed.

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**DSA**
**Class Record**

| | LN STAGE | | | | | | WW STAGE | | | | | | SJ STAGE | | | | | | DC STAGE | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A Initial & Final Consonants | B Initial Consonant Blends & Digraphs | C Short Vowels | D Affricates | E Final Consonant Blends & Digraphs | STAGE SCORE | F Long Vowels (-VCe) | G R-Controlled Vowels | H Other Common Long Vowels | I Complex Consonants | J Abstract Vowels | STAGE SCORE | K Doubling & e-Drop with "ed" & "ing" | L Other Syllable Juncture Doubling | M Long Vowel Patterns (Stressed Syllable) | N R-Controlled Vowels (Stressed Syllable) | O Unstressed Syllable Vowel Patterns | STAGE SCORE | P Silent & Sounded Consonants | Q Consonant Changes | R Vowel Changes | S Latin-Derived Suffixes | T Assimilated Prefixes | STAGE SCORE | TOTAL INVENTORY SCORE |
| William E. | | | | | | 25 | | | | | | 25 | 5 | 4 | 5 | 5 | 4 | 22 | 3 | 2 | 3 | 2 | 1 | 7 | 79 |
| Natalie A. | | | | | | 25 | | | | | | 25 | 3 | 4 | 5 | 4 | 4 | 19 | | | | | | 4 | 73 |
| Drew C. | | | | | | 25 | | | | | | 25 | 2 | 4 | 4 | 4 | 3 | 14 | | | | | | 3 | 67 |
| Tracy H. | | | | | | 25 | | | | | | 22 | 2 | 3 | 4 | 4 | 3 | 14 | | | | | | 2 | 63 |
| Jessie S. | | | | | | 25 | | | | | | 23 | 5 | 3 | 4 | 3 | 3 | 13 | | | | | | 2 | 63 |
| Lindsay M. | | | | | | 25 | 5 | 5 | 4 | 4 | 4 | 21 | 2 | 3 | 4 | 2 | 3 | 12 | | | | | | 3 | 61 |
| Spencer J. | | | | | | 24 | 5 | 4 | 4 | 4 | 2 | 18 | | | | | | 8 | | | | | | 0 | 50 |
| Steven W. | | | | | | 25 | 5 | 3 | 3 | 4 | 3 | 18 | | | | | | 5 | | | | | | 0 | 48 |
| Hannah D. | | | | | | 23 | 4 | 4 | 3 | 2 | 2 | 14 | | | | | | 6 | | | | | | 0 | 43 |
| Elizabeth M. | | | | | | 24 | 4 | 4 | 2 | 3 | 1 | 13 | | | | | | 2 | | | | | | 0 | 39 |
| Susan P. | | | | | | 23 | 5 | 4 | 3 | 2 | 3 | 12 | | | | | | 3 | | | | | | 0 | 38 |
| Miranda S. | | | | | | 25 | 5 | 2 | 4 | 2 | 2 | 12 | | | | | | 2 | | | | | | 0 | 39 |
| Nathan T. | 5 | 5 | 3 | 4 | 3 | 18 | | | | | | 9 | | | | | | 0 | | | | | | 0 | 27 |
| Taylor W. | 5 | 4 | 4 | 3 | 3 | 16 | | | | | | 7 | | | | | | 0 | | | | | | 0 | 23 |
| Dana L. | 5 | 4 | 3 | 3 | 3 | 16 | | | | | | 6 | | | | | | 0 | | | | | | 0 | 22 |

FIGURE 2-11. A completed class record.

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## DSA Student Profile

**Name:** Tracy H. **School:** Wordstone Elementary

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade** | 2 | | 3 | | 4 | | | | | | | |
| **Teacher** | Brown | | Gardner | | Johnson | | | | | | | |
| **Date** | 9/98 | 5/99 | 9/99 | 5/00 | 9/00 | | | | | | | |
| **Form** | A | A | A | A | A | | | | | | | |
| **Total Inventory Knowledge** | | | | | | | | | | | | |
| **Total Inventory Score** | 32 | | 44 | | 63 | | | | | | | |
| **Stage Knowledge** | | | | | | | | | | | | |
| **Derivational Constancy** | 0 | | 0 | | 2 | | | | | | | |
| **Syllable Juncture** | 0 | | 4 | 11 | 14 | | | | | | | |
| **Within Word Pattern** | 8 | 15 | 17 | 23 | 22 | | | | | | | |
| **Letter Name** | 24 | | 23 | | 25 | | | | | | | |
| **Feature Knowledge** | | | | | | | | | | | | |
| T—Assimilated Prefixes | | | | | | | | | | | | |
| S—Latin-Derived Suffixes | | | | | | | | | | | | |
| R—Vowel Changes | | | | | | | | | | | | |
| Q—Consonant Changes | | | | | | | | | | | | |
| P—Silent & Sounded Consonants | | | | | | | | | | | | |
| O—Unstressed Syllable Vowel Patterns | | | | 2 | 3 | | | | | | | |
| N—R-Controlled Vowels (Stressed Syllable) | | | | 3 | 4 | | | | | | | |
| M—Long Vowels (Stressed Syllable) | | | | 4 | 4 | | | | | | | |
| L—Other Syllable Juncture Doubling | | | | 2 | 3 | | | | | | | |
| K—Doubling & e-Drop with "ed" & "ing" | | | | 1 | 2 | | | | | | | |
| J—Abstract Vowels | 0 | 2 | 3 | 4 | | | | | | | | |
| I—Complex Consonants | 1 | 3 | 3 | 4 | | | | | | | | |
| H—Other Long Vowels | 2 | 3 | 3 | 5 | | | | | | | | |
| G—R-Controlled Vowels | 2 | 4 | 5 | 5 | | | | | | | | |
| F—Long Vowels (-VCe) | 5 | 5 | 5 | 5 | | | | | | | | |
| E—Final Consonant Blends & Digraphs | 5 | | | | | | | | | | | |
| D—Affricates | 5 | | | | | | | | | | | |
| C—Short Vowels | 4 | | | | | | | | | | | |
| B—Initial Consonant Blends & Digraphs | 5 | | | | | | | | | | | |
| A—Initial & Final Consonants | 5 | | | | | | | | | | | |

**FIGURE 2-12.** A completed student profile.

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different levels—the feature, the stage, and the total inventory. A student's progress in acquiring an understanding of the 20 features that comprise the inventories is noted in the *Feature Knowledge* area. This information is especially helpful for documenting the progress of novice spellers, who often make considerable gains in their knowledge of specific orthographic features but are unable to spell many, if any, entire words correctly. The *stage knowledge* portion of the chart reflects a child's ability to correctly spell words at each of the four stages. The *total inventory knowledge* section provides a quick indicator of progress by highlighting changes in a child's overall spelling knowledge from year to year. Space is available for recording name, school, grade, teacher, dates of testing, and form used.

The directions for completing the class record apply to filling out the student profile. In fact, teachers who use the class record typically just transfer the data to the individual student records. There are, however, two key differences in the forms. The class record displays information on many students but for just one assessment, while the student profile summarizes the performance of just one student but across many different testings.

As shown in Figure 2-12, Tracy's progress has been followed since second grade. Form A has been used exclusively for the beginning- and end-of-the-year assessments entered on the chart. The results from Form B, which is reserved for any additional midyear evaluations teachers may wish to do, have not been recorded. Teachers at Tracy's school use the comprehensive option each September in order to gather information on students' word knowledge at their stage of development and to derive an overall score. At other times, they use the brief option. This is why fewer scores are recorded for the end of the year. This type of plan works well; as the example illustrates, progress is clearly visible, and yet assessment time is minimized.

## Instructional Implications

### *Organizing Groups*

Because most students in a given classroom vary in their word knowledge, instruction should accommodate different needs. When it is limited to a whole-class format, many students are not engaged in activities at their stage of development. Small-group instruction provides an alternative, enabling students to explore the spelling features they are beginning to use, but are using inconsistently—those within their zone of proximity. The process of determining who needs what in order to organize small groups is made easy with the class record. Because assessment is carried out several times during the year, the groupings that result are not static, but change as students change in their knowledge of how words work. When forming groups, take into consideration the students' stages of development, the strength of their stage of development scores, and their knowledge of specific features. Three groups used with flexibility are manageable and usually sufficient for meeting the needs of a classroom. Often, the groups correspond roughly to particular stages or to features, if everyone is at the same stage.

When stage is used as the basis for grouping, students are still likely to differ somewhat in their knowledge of particular features. This is normally not a problem. Review is helpful, even for those with a firmer grasp of the features. However, the needs of an early speller may be quite different from those of a more advanced speller at the same stage. Sometimes it is best to group early spellers with the strongest of the previous stage. Teachers occasionally express concern about whether the groups they have set up are the "right ones." There is little to worry about when you keep in mind that group reorganization can occur at any time and that it needs to if a student is either overly or insufficiently challenged.

### *Starting Instruction*

When planning appropriate activities for a group or an individual, start with an area of strength. *Resist the temptation to target instruction at the weakest features first.* Spelling is a developmental process with new understandings unfolding from previous ones. For instructional strategies to be beneficial, they must move forward from the child's secure knowledge base. Beginning with what is known allows children to feel confident and in control of their own learning. New issues are confronted as hurdles, not as barriers.

When working with a group, start with a feature that is a strength for everyone. Feature scores of 4 and 5 are indicative of this. The selected feature is usually from the students' current stage of development, but can be from the previous stage. Once students are familiar with the instructional routine and the various types of activities they'll be doing, somewhat weaker scores can become the focus.

After a feature has been chosen, compare-and-contrast activities, like word sorts (Morris, 1982; Barnes, 1989), which are described in Chapter 3, may be used to help students gain tacit as well as explicit understandings about words. Through sorting activities, students categorize words by sound, pattern, and meaning. They learn to identify the general characteristics of a particular feature—what it *is* and what it *is not*—and to apply their understandings to other words. As children progress in their knowledge of spelling features, they are still likely to remain at a given stage of spelling development for a year and a half or more. Once their feature knowledge becomes solid, it generally takes time before the spelling of entire words (which have several features that must be dealt with at once) becomes secure. Students need time to work with a given feature, to assimilate their new understandings, and to review old issues.

### *A Classroom Example*

To see how small instructional groups are determined with the class record and how instruction is started, let's go through the process with the class depicted in Figure 2-11. Although William's stage scores on the syllable juncture (22) and derivational constancy (7) lists indicate that he is at the latter stage of development, his achievement is that of an early speller. This, coupled with the fact that he is the only student in his class at this stage, makes it likely that his needs will best be met, at least initially, by interaction with the syllable juncture spellers. Natalie, Drew, Tracy, and Jessie are solid syllable juncture spellers, with stage scores ranging from 19 to 13. They will benefit from planned activities at this stage.

Lindsay exhibits scores within two stages of development. She is nearly secure in her knowledge at the within word pattern stage (feature scores of 4 and 5 and a stage score of 21). Her ability to correctly spell words at the syllable juncture stage (12), as well as her feature performance, is similar to that of Jessie, Tracy, and Drew. Lindsay is an eager and hard-working student, and this, too, needs to be taken into account when deciding how to best meet her needs. She will most likely function well in the syllable juncture group.

Spencer, Steven, Hanna, Elizabeth, Susan, and Miranda all demonstrate strong understandings at the letter name stage. As their stage scores on the within word pattern list, which range from 18 to 12, attest, they are ready to clarify and extend their knowledge of pattern-related issues.

Nathan, Taylor, and Dana, the last three students listed on the class record, show considerably less spelling competence than their classmates. Their knowledge of features is just becoming secure at the letter name stage; they will benefit most from instruction focused on features at this stage.

When initially establishing groups, don't overlook clues from the total inventory score column, if these scores are available. A large break between adjacent scores—such as that between Lindsay's total (61) and Spencer's (50), or between Miranda's (39) and Nathan's (27)—signals considerable differences in word knowledge. The needs of these students are not likely to be met by the same instructional strategies.

The initial instructional groups for the classroom example are as follows:

| LN | WW | SJ |
|---|---|---|
| Nathan | Spencer | William |
| Taylor | Steven | Natalie |
| Dana | Hanna | Drew |
| | Elizabeth | Tracy |
| | Susan | Jessie |
| | Miranda | Lindsay |

As their feature scores of 4 and 5 suggest, students in the syllable juncture group exhibit a strength in their use of *long vowel patterns in the stressed syllable*—feature M. This is a good starting point for instruction. Polysyllabic words may be used for the instruction, or, if desired, instruction may begin with a very brief review of long vowel patterns in single-syllable words, a within word pattern issue. In either case, categories similar to the following are likely to be compared and contrasted:

| Single-syllable words | | | | Polysyllabic words | | | |
|---|---|---|---|---|---|---|---|
| flap | space | stain | gray | chapter | bracelet | failure | crayon |

A good place to begin instruction with the within word pattern group is feature F—long vowels spelled with *vowel–consonant–e*. Here again, all students achieved scores of 4 and 5. Words with a silent-*e* marker may be contrasted with short vowel words (such as *bake, line, joke, plane* and *slam, grin, flop, plan*). *R-controlled patterns* or *other long vowel patterns* are likely features for follow-up. Because the students' understanding of feature J—*abstract vowels*—is relatively weak, this feature would not receive attention until later.

For Nathan, Taylor, and Dana instruction should begin with a brief review of *initial and final consonants* (feature A) or *initial blends and digraphs* (feature B). Both features are strengths for all three children. Word families that incorporate blends and digraphs may be a good follow-up to turn the focus to short vowels. In time, the word family categories may be collapsed into contrasting short vowel categories. For example:

| Word family sort 1 | | | | Word family sort 2 | | | | Short vowel sort 3 | |
|---|---|---|---|---|---|---|---|---|---|
| *an* | *ap* | *at* | → | *in* | *ip* | *it* | → | short *a* | short *i* |
| can | clap | bat | | skin | lip | bit | | bat | bit |
| fan | map | cat | | pin | skip | hit | | can | spin |
| man | slap | hat | | spin | rip | sit | | flat | hit |
| plan | tap | flat | | win | snip | spit | | clap | lip |
| | | | | | | | | fan | pin |
| | | | | | | | | hat | skip |

Before moving on to a more in-depth look at instructional considerations in Part II, here is a summary of the assessment steps discussed in this chapter. Word lists and answer cards for Forms A and B of the Feature Inventory follow the summary.

## THE ASSESSMENT

◇

### Steps in Brief

#### *Step 1: Dictating the Screening Inventory*

1. Dictate the list in sets of five.
2. Continue the dictation as long as students get two or more words correct within a given set of five.
3. Stop the dictation when students score only 1 or 0 correct in a set of five.
4. Determine the number of correctly spelled words, and record this number at the top of the students' papers.
5. Refer to the Screening Inventory prediction chart.
6. Circle the predicted stage(s) for each student.

#### *Step 2: Dictating the Feature Inventory, Comprehensive Option, for Forms A and B*

1. Drop back one stage from that predicted by the Screening Inventory. (For students with two predicted stages, go back one stage from the earliest stage predicted.)
2. Dictate the feature list for that stage, and score the items with a 2, 1, or 0.

3. Record the number of correctly spelled words (those with a 2) at the top of the student's paper. This is the stage score; it will not exceed 25.
4. If a student's stage score is 12 or more, continue dictating words from the next feature list. Proceed until a stage score of 11 or below is achieved. Then stop the dictation.
5. If the stage score for the *first* dictated feature list does not establish a confidence level (22 or greater), drop back to the previous list. Figure 2-13 shows likely scenarios for dictating the lists.

### *Step 3: Completing the Feature Analysis*

1. Analyze feature performance on a child's stage of development list. This list has
   a. A stage score of 12–21 or
   b. A stage score of 0–11 if only the letter name list was dictated or if mastery (22–25) was demonstrated on the previous list.
2. Tally the number of words with a *correct feature* (include items with scores of 1 or 2 in the count). Carry out the process for each of the five features. Note the tally results at the bottom of the student's paper. Individual feature scores will range from 0 to 5.

### *Step 4: Recording Results on the Class Record*

1. Enter the stage scores from the top of each student's papers on the class record. (No stage score will exceed 25.)
2. To obtain stage scores for lists that were not dictated, do the following:
   a. For any stage score of 20 or greater, assume and enter 25 for all previous lists.
   b. For any stage score of 11 or less, assume and enter 0 for all more advanced lists.
3. Add up all four of an individual's stage scores to get the total inventory score.
4. Record the feature analysis results in the appropriate spaces.

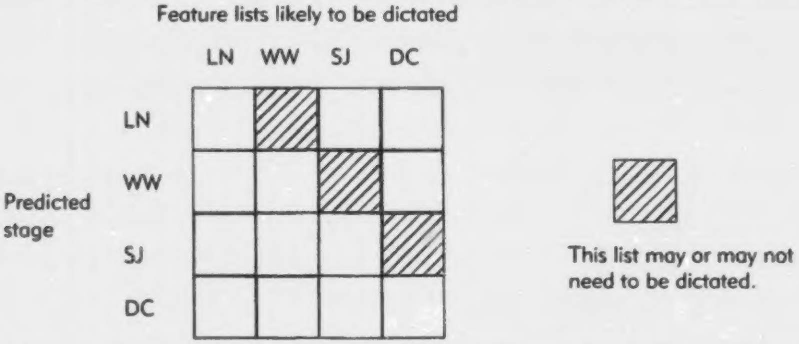
Feature lists likely to be dictated
LN
WW
SJ
DC
LN
WW
SJ
DC
Predicted stage
This list may or may not need to be dictated.

**FIGURE 2-13.** Likely scenarios for feature list dictation.

# DSA Feature Inventory, Form A

*Directions:* I am going to say some words that I want you to spell for me. Some of the words will be easy to spell and some will be more difficult. When you don't know how to spell a word, just do the best you can. Each time, I will say the word, then use it in a sentence, and then I will say the word again.

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## DSA Form A: Letter Name Feature List

| | | |
|---|---|---|
| 1. | jet | The jet made a safe landing. |
| 2. | ship | The ship sailed across the water. |
| 3. | bet | I bet you will finish the book today. |
| 4. | got | The boy got a new dog. |
| 5. | cap | The new baseball cap was red. |
| 6. | drum | We could hear the drum beat. |
| 7. | bump | The bump on his head hurt. |
| 8. | much | The boy didn't have much homework. |
| 9. | with | My brother will come with us. |
| 10. | map | The woman looked at a map of the city. |
| 11. | hop | A rabbit can hop. |
| 12. | plan | The class will plan a party. |
| 13. | that | What is making that noise? |
| 14. | slid | The player slid into second base. |
| 15. | mud | There was mud on the floor. |
| 16. | grab | She had to grab her hat in the wind. |
| 17. | chop | Please chop the carrots into pieces. |
| 18. | fast | The girl is a fast runner. |
| 19. | dish | The dish fell and broke. |
| 20. | went | The car went past our house. |
| 21. | win | Let's try to win the game. |
| 22. | fed | The farmer fed the cow hay. |
| 23. | trip | The family took a trip to the beach. |
| 24. | rub | I will rub the penny to make it shine. |
| 25. | fit | The dress did not fit the girl. |

## DSA Form A: Within Word Pattern Feature List

| | | |
|---|---|---|
| 1. | patch | The pirate had a patch over his eye. |
| 2. | couch | His grandmother sat on the couch reading. |
| 3. | steep | The hill was very steep. |
| 4. | cute | Everyone thought the baby was cute. |
| 5. | bridge | The bridge had to be fixed. |
| 6. | glare | The glare of the sun made it hard to see. |
| 7. | scrap | A scrap of paper was found on the floor. |
| 8. | might | It might rain tomorrow. |
| 9. | girl | The girl opened the envelope. |
| 10. | frown | You could tell by her frown that the woman was upset. |
| 11. | smoke | Smoke came out of the chimney. |
| 12. | flock | A flock of geese flew overhead. |
| 13. | stood | The boy stood on his tiptoes to reach the box. |
| 14. | least | The opposite of *most* is *least*. |
| 15. | short | The girl has short hair. |
| 16. | quite | It is quite sunny outside today. |
| 17. | grape | The grape juice tasted good. |
| 18. | yawn | When you're tired, you sometimes yawn. |
| 19. | drive | They will drive to the grocery store. |
| 20. | coast | It's fun to coast downhill on a bicycle. |
| 21. | hurt | The old man fell and hurt his back. |
| 22. | point | The teacher asked the child to point to the letter *b*. |
| 23. | ripe | A banana is ripe when it is yellow. |
| 24. | fear | He has a fear of the dark. |
| 25. | paint | The men were going to paint the house. |

## DSA Form A: Syllable Juncture Feature List

| | | |
|---|---|---|
| 1. | furnace | The furnace was broken, so it was cold in the house. |
| 2. | making | The children were making paper airplanes. |
| 3. | sober | The family became very sober when they heard the news. |
| 4. | complaint | A complaint was made about the restaurant's food. |
| 5. | pilot | The pilot made a safe landing on the runway. |
| 6. | termite | A termite is a harmful insect. |
| 7. | polar | The polar bear lives in cold regions. |
| 8. | piling | They were piling the books into stacks. |
| 9. | clapped | Everyone clapped at the end of the play. |
| 10. | escape | The criminal tried to escape from the police. |
| 11. | disturb | The sign said: Do Not Disturb. |
| 12. | trample | Horses will trample the flowers if they walk on them. |
| 13. | circus | We saw a clown at the circus. |
| 14. | survive | We need water in order to survive. |
| 15. | swimming | Many people enjoy swimming in a pool. |
| 16. | burden | The man carried his burden up the steps. |
| 17. | baggage | The men loaded the baggage onto the plane. |
| 18. | fountain | You can drink water at a fountain. |
| 19. | explode | We could see the firecrackers explode into beautiful colors. |
| 20. | mayor | The townspeople elected a new mayor. |
| 21. | salute | The soldiers will salute the flag when it passes. |
| 22. | minnow | We saw a minnow in the pool of water. |
| 23. | trotted | The pony trotted up the hill. |
| 24. | tennis | The tennis ball bounced out of the court. |
| 25. | compete | The athletes will compete on Saturday. |

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## DSA Form A: Derivational Constancy Feature List

| | | |
|---|---|---|
| 1. | electrician | The electrician came to fix the light. |
| 2. | impression | Their impression of the movie was favorable. |
| 3. | immature | Thumb-sucking is an immature behavior. |
| 4. | permissive | The permissive parents allowed their children to run around the theater. |
| 5. | hymn | The congregation sang a hymn during the church service. |
| 6. | commend | The captain came to commend the officer for his work |
| 7. | grievance | The worker filed a grievance against the company. |
| 8. | moisten | Moisten the envelope flap to make it stick. |
| 9. | assumption | Because of the dark sky, her assumption was that it would rain. |
| 10. | explanation | Give an explanation for what happened in the experiment. |
| 11. | dependent | A baby is dependent upon others. |
| 12. | accommodate | The hotel will accommodate 200 people. |
| 13. | resign | His boss is going to resign from his job. |
| 14. | suffice | Four bottles of ginger ale will suffice for the punch. |
| 15. | incredible | The story of the 100-pound tomato was incredible. |
| 16. | hostility | There was hostility between the Indians and the settlers. |
| 17. | eruption | The volcanic eruption occurred at 6:30 A.M. |
| 18. | vehicle | An automobile is a vehicle. |
| 19. | condemn | They will condemn the bridge, since it is unsafe. |
| 20. | provision | The man's will contained a provision for his grandchildren. |
| 21. | admiration | The mother looked at her baby with admiration. |
| 22. | irresistible | The cookies were irresistible to the little boy. |
| 23. | composition | The composition was five pages long. |
| 24. | majority | The majority of the people voted in the election. |
| 25. | confident | He was confident he could solve the riddle. |

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## DSA Form A: Letter Name Answer Card

1. j et D
2. sh ip B
3. b e t C
4. g ot A
5. c a p C
6. dr um D
7. bu mp E
8. mu ch D
9. wi th E
10. ma p A
11. h o p C
12. pl an B
13. th at B
14. sl id B
15. m u d C
16. gr ab B
17. ch op D
18. fa st E
19. di sh E
20. we nt E
21. wi n A
22. f ed A
23. tr ip D
24. r ub A
25. f i t C

## DSA Form A: Within Word Pattern Answer Card

| | | |
|---|---|---|
| 1. | pa tch | I |
| 2. | c ou ch | J |
| 3. | st ee p | H |
| 4. | c u t e | F |
| 5. | bri dge | I |
| 6. | gl are | G |
| 7. | scr ap | I |
| 8. | m igh t | H |
| 9. | g ir l | G |
| 10. | fr ow n | J |
| 11. | sm o k e | F |
| 12. | flo ck | I |
| 13. | st oo d | J |
| 14. | l ea st | H |
| 15. | sh or t | G |
| 16. | qu ite | I |
| 17. | gr a p e | F |
| 18. | y aw n | J |
| 19. | dr i v e | F |
| 20. | c oa st | H |
| 21. | h ur t | G |
| 22. | p oi nt | J |
| 23. | r i p e | F |
| 24. | f ear | G |
| 25. | p ai nt | H |

## DSA Form A: Syllable Juncture Answer Card

| | | |
|---|---|---|
| 1. | f ur nace | N |
| 2. | ma king** | K |
| 3. | s ob er* | L |
| 4. | compl ai nt | M |
| 5. | p il ot* | L |
| 6. | t er mite | N |
| 7. | pol ar | O |
| 8. | pi ling** | K |
| 9. | cla pped** | K |
| 10. | esc a p e | M |
| 11. | dist ur b | N |
| 12. | tramp le | O |
| 13. | c ir cus | N |
| 14. | surv i v e | M |
| 15. | swi mming** | K |
| 16. | b ur den | N |
| 17. | ba gg age* | L |
| 18. | fount ai n | O |
| 19. | expl o d e | M |
| 20. | may or | O |
| 21. | s a lute | O |
| 22. | mi nn ow* | L |
| 23. | tro tted** | K |
| 24. | te nn is* | L |
| 25. | comp e t e | M |

*A vowel must follow the underlined letters. One must also *precede* the underlined letters in words 17, 22, 24.

**A *single* vowel must precede the underlined letters.

## DSA Form A: Derivational Constancy Answer Card

1. electri c ian** Q
2. impre ss ion** Q
3. imm ature T
4. permiss ive S
5. hy mn P
6. comm end T
7. griev ance S
8. moi st en P
9. assum pt ion** Q
10. ex plan ation R
11. depend ent S
12. acc ommodate T
13. resi gn P
14. suff ice T
15. incred ible S
16. hostil ity S
17. erup t ion** Q
18. ve h icle* P
19. conde mn P
20. provi s ion** Q
21. ad mir ation R
22. irr esistible T
23. com pos ition R
24. ma jority R
25. con fid ent R

*A vowel must precede and follow the underlined letter.
**A correct vowel (or consonant) must precede and follow the underlined letter(s).

## Words by Feature, Form A

### LN Stage

| A | B | C | D | E |
|---|---|---|---|---|
| 4 | 2 | 3 | 1 | 7 |
| 10 | 12 | 5 | 6 | 9 |
| 21 | 13 | 11 | 8 | 18 |
| 22 | 14 | 15 | 17 | 19 |
| 24 | 16 | 25 | 23 | 20 |

### WW Stage

| F | G | H | I | J |
|---|---|---|---|---|
| 4 | 6 | 3 | 1 | 2 |
| 11 | 9 | 8 | 5 | 10 |
| 17 | 15 | 14 | 7 | 13 |
| 19 | 21 | 20 | 12 | 18 |
| 23 | 24 | 25 | 16 | 22 |

### SJ Stage

| K | L | M | N | O |
|---|---|---|---|---|
| 2 | 3 | 4 | 1 | 7 |
| 8 | 5 | 10 | 6 | 12 |
| 9 | 17 | 14 | 11 | 18 |
| 15 | 22 | 19 | 13 | 20 |
| 23 | 24 | 25 | 16 | 21 |

### DC Stage

| P | Q | R | S | T |
|---|---|---|---|---|
| 5 | 1 | 10 | 4 | 3 |
| 8 | 2 | 21 | 7 | 6 |
| 13 | 9 | 23 | 11 | 12 |
| 18 | 17 | 24 | 15 | 14 |
| 19 | 20 | 25 | 16 | 22 |

# DSA Feature Inventory, Form B

*Directions:* I am going to say some words that I want you to spell for me. Some of the words will be easy to spell and some will be more difficult. When you don't know how to spell a word, just do the best you can. Each time, I will say the word, then use it in a sentence, and then I will say the word again.

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## DSA Form B: Letter Name Feature List

| | | |
|---|---|---|
| 1. | path | We walked on the path. |
| 2. | camp | The family will camp at the park. |
| 3. | lap | They ran one lap around the track. |
| 4. | drop | She tried not to drop the vase. |
| 5. | top | A top can spin round and round. |
| 6. | rip | Try not to rip the paper. |
| 7. | cut | Scissors can cut paper. |
| 8. | shop | The toy shop was closed. |
| 9. | chin | Your chin is below your mouth. |
| 10. | van | Dad drives us to school in his van. |
| 11. | wet | The grass is wet after a rain. |
| 12. | nest | There were three eggs in the nest. |
| 13. | glad | I am glad the work is done. |
| 14. | hot | Summertime can be very hot. |
| 15. | dig | Dogs like to dig holes. |
| 16. | rich | The rich man lived in a castle. |
| 17. | tub | The tub has water in it. |
| 18. | hunt | The Indians used to hunt buffalo. |
| 19. | this | What is this thing? |
| 20. | yes | The teacher answered "Yes." to my question. |
| 21. | spot | The girl has a spot on her new dress. |
| 22. | trot | Horses sometimes trot. |
| 23. | fish | There are many fish in the ocean. |
| 24. | crib | The baby was sleeping in a crib. |
| 25. | job | He drives 10 miles to his job. |

## DSA Form B: Within Word Pattern Feature List

| | | |
|---|---|---|
| 1. | broke | The glass broke when it fell. |
| 2. | burn | Be careful, so you don't burn your finger. |
| 3. | pine | The pine tree was very tall. |
| 4. | spoil | Put the meat in the refrigerator, so it won't spoil. |
| 5. | scare | Some people scare easily. |
| 6. | queen | The queen waved good-bye from the castle door. |
| 7. | cube | Each side of a cube is shaped like a square. |
| 8. | scrub | Cinderella had to scrub the floor. |
| 9. | slide | It's fun to go down the slide. |
| 10. | storm | The storm blew down a tree. |
| 11. | train | The train arrived on time. |
| 12. | brick | That brick building is a school. |
| 13. | growl | We heard the dog growl at the stranger. |
| 14. | peach | The peach was very juicy. |
| 15. | dawn | It begins to get light at dawn. |
| 16. | tight | His jacket was too tight. |
| 17. | catch | The little boy tried to catch the ball. |
| 18. | mound | The baseball pitcher stepped onto the mound. |
| 19. | sheet | The sheet of paper was covered with lines. |
| 20. | shook | She shook the grass off her coat. |
| 21. | roast | You can roast marshmallows over a fire. |
| 22. | dirt | There was a lot of dirt on the floor. |
| 23. | ridge | Their house is on top of the ridge. |
| 24. | frame | The picture has a wooden frame. |
| 25. | clear | The water is very clear. |

## DSA Form B: Syllable Juncture Feature List

| | |
|---|---|
| 1. cabbage | The cabbage was cut up for the salad. |
| 2. concern | They showed their concern by offering to help. |
| 3. taping | "Why are you taping that shut?" she asked. |
| 4. advice | It is good advice to rest when you're sick. |
| 5. sturdy | The bench is well-made and sturdy. |
| 6. thirty | There were thirty people at the party. |
| 7. mountain | The skiers raced down the mountain. |
| 8. tailor | A tailor makes clothing for people. |
| 9. spotted | A Dalmatian is a spotted dog. |
| 10. refrain | Please refrain from kicking the table. |
| 11. solar | They heat their house with solar energy. |
| 12. shallow | The shallow water was frozen. |
| 13. skipping | She keeps skipping the last line. |
| 14. contain | What does the box contain? |
| 15. dimple | You could see her dimple when she smiled. |
| 16. purchase | The family decided to purchase a new car. |
| 17. parade | The band marched in the parade. |
| 18. grabbed | The football player grabbed the ball and ran. |
| 19. extreme | The temperatures were extreme in July. |
| 20. moment | The car stopped a moment and then drove away. |
| 21. compose | The man is trying to compose a song. |
| 22. riding | They like riding their horses. |
| 23. mermaid | A mermaid is part fish and part woman. |
| 24. fiber | You need lots of fiber in your diet. |
| 25. bonnet | The pioneer woman wore a sun bonnet. |

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## DSA Form B: Derivational Constancy Feature List

| | | |
|---|---|---|
| 1. | politician | The politician was hoping to be reelected. |
| 2. | collide | Watch where you're going so you don't collide with someone. |
| 3. | expression | He reads with a lot of expression. |
| 4. | assurance | With assurance he said, "I'll be there." |
| 5. | inedible | That piece of old fruit is inedible. |
| 6. | persuasion | The salesman used persuasion to sell the vacuum cleaners. |
| 7. | design | I like the design of that house. |
| 8. | submissive | The dog was submissive to its owner. |
| 9. | prohibition | At one time there was a prohibition against all drinking of alcohol. |
| 10. | irresponsible | It is irresponsible to leave your homework at home. |
| 11. | consumption | The company's consumption of water is tremendous. |
| 12. | definite | She gave him a definite answer. |
| 13. | disposition | That cat has a playful disposition. |
| 14. | eternity | It seemed like an eternity until his birthday. |
| 15. | solemn | Their faces were solemn as they left the room. |
| 16. | inspiration | The artist had a sudden inspiration. |
| 17. | stability | The stability of the broken shelf was questionable. |
| 18. | suppress | The woman tried to suppress her cough during the play. |
| 19. | proclamation | The king's herald read the proclamation. |
| 20. | accumulate | Dust will accumulate if you don't clean regularly. |
| 21. | persistent | Sometimes you have to be persistent to get something done. |
| 22. | hasten | We must hasten to get there on time. |
| 23. | disruption | The hot-air balloon caused quite a disruption. |
| 24. | muscle | He pulled a muscle in his left leg during the race. |
| 25. | immobile | The car was immobile when it ran out of gas. |

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## DSA Form B: Letter Name Answer Card

1. pa th E
2. ca mp E
3. l a p C
4. dr op D
5. t op A
6. r i p C
7. c ut A
8. sh op B
9. ch in D
10. va n A
11. w e t C
12. ne st E
13. gl ad B
14. h o t C
15. di g A
16. ri ch D
17. t u b C
18. hu nt E
19. th is B
20. y es A
21. sp ot B
22. tr ot D
23. fi sh E
24. cr ib B
25. j ob D

## DSA Form B: Within Word Pattern Answer Card

| | | |
|---|---|---|
| 1. | br o k e | F |
| 2. | b ur n | G |
| 3. | p i n e | F |
| 4. | sp oi l | J |
| 5. | sc are | G |
| 6. | qu een | I |
| 7. | c u b e | F |
| 8. | scr ub | I |
| 9. | sl i d e | F |
| 10. | st or m | G |
| 11. | tr ai n | H |
| 12. | bri ck | I |
| 13. | gr ow l | J |
| 14. | p ea ch | H |
| 15. | d aw n | J |
| 16. | t igh t | H |
| 17. | ca tch | I |
| 18. | m ou nd | J |
| 19. | sh ee t | H |
| 20. | sh oo k | J |
| 21. | r oa st | H |
| 22. | d ir t | G |
| 23. | ri dge | I |
| 24. | fr a m e | F |
| 25. | cl ear | G |

## DSA Form B: Syllable Juncture Answer Card

1. ca bb age* L
2. conc er n N
3. ta ping** K
4. adv i c e M
5. st ur dy N
6. th ir ty N
7. mount ai n O
8. tail or O
9. spo tted** K
10. refr ai n M
11. sol ar O
12. sha ll ow* L
13. ski pping** K
14. cont ai n M
15. dimp le O
16. p ur chase N
17. p a rade O
18. gra bbed** K
19. extr e m e M
20. m om ent* L
21. comp o s e M
22. ri ding** K
23. m er maid N
24. f ib er* L
25. bo nn et* L

*A vowel must follow the underlined letters. One must also *precede* the underlined letters in words 1, 12, 25.
**A *single* vowel must precede the underlined letters.

## DSA Form B: Derivational Constancy Answer Card

1. politi c ian** Q
2. coll ide T
3. expre ss ion** Q
4. assur ance S
5. ined ible S
6. persua s ion** Q
7. desi gn P
8. submiss ive S
9. pro h ibition* P
10. irr esponsible T
11. consum pt ion** Q
12. de fin ite R
13. dis pos ition R
14. etern ity S
15. sole mn P
16. in spir ation R
17. sta bility R
18. supp ress T
19. pro clam ation R
20. acc umulate T
21. persist ent S
22. ha st en P
23. disrup t ion** Q
24. mu sc le P
25. imm obile T

*A vowel must precede and follow the underlined letter.
**A correct vowel (or consonant) must precede and follow the underlined letter(s).

## Words by Feature, Form B

### LN Stage

| A | B | C | D | E |
|---|---|---|---|---|
| 5 | 8 | 3 | 4 | 1 |
| 7 | 13 | 6 | 9 | 2 |
| 10 | 19 | 11 | 16 | 12 |
| 15 | 21 | 14 | 22 | 18 |
| 20 | 24 | 17 | 25 | 23 |

### WW Stage

| F | G | H | I | J |
|---|---|---|---|---|
| 1 | 2 | 11 | 6 | 4 |
| 3 | 5 | 14 | 8 | 13 |
| 7 | 10 | 16 | 12 | 15 |
| 9 | 22 | 19 | 17 | 18 |
| 24 | 25 | 21 | 23 | 20 |

### SJ Stage

| K | L | M | N | O |
|---|---|---|---|---|
| 3 | 1 | 4 | 2 | 7 |
| 9 | 12 | 10 | 5 | 8 |
| 13 | 20 | 14 | 6 | 11 |
| 18 | 24 | 19 | 16 | 15 |
| 22 | 25 | 21 | 23 | 17 |

### DC Stage

| P | Q | R | S | T |
|---|---|---|---|---|
| 7 | 1 | 12 | 4 | 2 |
| 9 | 3 | 13 | 5 | 10 |
| 15 | 6 | 16 | 8 | 18 |
| 22 | 11 | 17 | 14 | 20 |
| 24 | 23 | 19 | 21 | 25 |

# PART II

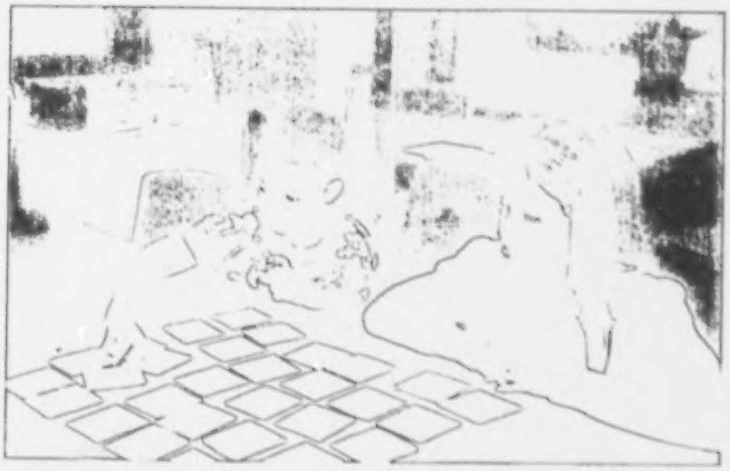
◇ ◇ ◇

# Fostering Children's Word Knowledge

## CHAPTER 3

# Planning Appropriate Instruction

*Blind sorts are challenging and fun.*



*Students reinforce their knowlege of homophones with a game of concentration.*

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***Chapter at a Glance***

Getting Word Sorting Started
  Determining Categories
  Selecting Words
Establishing a Routine
  The Guided Word Walk
  Sorting Variations
  Word Study Notebooks
  Game Applications
  Weekly Evaluations
Fostering a Love for Words
  Modeling with Literature
  Discovering the Stories behind Words
  Playing with Words

◇

This chapter addresses the how-to of word study. Ideas for developing and using word sorts are presented, as are techniques for classroom management and organization. The strategies are aimed at furthering students' knowledge of how words work so that they can become more skilled readers and writers. Because attitude plays a fundamental role in learning, the last portion of the chapter is devoted to ideas for instilling students with a love of words. Word play, language-appreciation activities, and "history mysteries" (the stories behind words), arouse students' (and teachers') interest in learning about words.

## WORD SORTING: GETTING STARTED

◇

As previously pointed out, fluent reading and writing depend on a well-developed knowledge of spelling patterns and their relationship to sound and meaning (Adams, 1990; Perfetti, 1992; Snow, Burns, & Griffin, 1998). Although children's word knowledge is enhanced by their reading and writing experiences, teacher-guided instruction and practice facilitate students' detection of patterns in words and help them internalize their understandings. For some children, such explicit support is not only an aid to word learning but also a necessity.

Effective instruction does not rely on memorizing rules (Hanna, Hanna, Hodges, & Rudorf, 1966), nor does it need to be dry and boring. The instructional approach discussed in this and later chapters taps into a learning activity that is central to the way we make sense of our everyday world—categorization, the grouping together of objects, experiences, and ideas by common characteristics. We separate work "to do" from the "done" pile, sort knives, forks, and spoons into different drawer compartments, distinguish deciduous trees from evergreens by their falling leaves, and compare the merits and demerits of a seaside vacation with those of a mountain retreat. Through categorization we create order out of the world around us. Generalizations formed about the traits that define particular groups enable us to assimilate new concepts and experiences into existing understandings (Gillet & Kita, 1979). In word sorting, children categorize words by sound, spelling pattern, and meaning (Barnes, 1989; Bear, Invernizzi, & Templeton, 1996; Morris; 1982). Unlike more traditional approaches, where students are passive receivers of knowledge, word sorting actively engages students in manipulating words written on cards into groups and in testing hypotheses of how words go together.

## Determining the Categories

Word sorts make it possible for students to reflect on the characteristics of a certain orthographic feature by examining words with and without the feature. As they look at the way words are alike and different, students discover spelling patterns that represent particular sounds and meaning. Various types of sorts are discussed in this chapter; closed sorts, open sorts, blind sorts, writing sorts, speed sorts, word hunts, and concept sorts. Some rely on words, and others on pictures, but they all involve categories. When a spelling feature is first introduced, there may be just two categories, but as subtler aspects of the feature are explored, additional columns are added so that there may eventually be four or five.

Students are generally guided to their discoveries about word features with a *closed sort.* During a closed sort, students match words to like categories identified by key words. Once the matching is complete, they analyze the common characteristic(s) of each category and try to develop a generalization that explains why certain words are grouped together. Typically, a closed sort contrasts one or two new word elements with features that are already known. For example, when long vowels spelled *a–consonant–e* (*a*C*e*) are introduced, a logical contrast is short vowels (for example, *short a* words [*bat*] and *long a* words [*bake*]). This contrast makes an especially good starting point. It not only allows children to draw on their already established knowledge of short vowels; it also provides a clear contrast that makes it easier for students to focus on the characteristics of long vowels. By comparison, consider the greater difficulty of grasping the concept of "long vowelness" if presented with the categories *a*C*e* and *ai* (*make* and *rain*), or even *a*C*e* and *i*C*e* (*make* and *bike*). Both of these examples prevent students from using what they know, and they make it difficult to tell just what a long vowel is. Although categories should be obvious at first, in time they may become less distinctive and more complex. For example, an appropriate follow-up to the above categorization with *short a* and *a*C*e* would be a sort that expands the concept of long *a*, such as one that adds a new long *a* pattern to the categories already examined:

| Short *a* | Long *a* | |
|---|---|---|
| cat | rake | rain |

When students become comfortable with these patterns, other columns may be added, perhaps *ay* and *ei*, further extending their understanding. This type of scaffolding prevents students from becoming frustrated by new concepts and helps ensure successful learning for everyone.

Both sight and sound associations need to be integrated into a student's orthographic knowledge. Efficient writing and reading depend on students' ready access to these stored associations. When writing, students must be able to draw on their memories for the stored *visual* patterns that relate to the sounds they wish to write. When reading, students are presented with the visual cues but must be able to make appropriate *sound* matches. Therefore, when possible, it is desirable to develop sorts that contain sound as well as visual contrasts. Many categorizations, like the one below, allow students to sort the same set of words first by sound, then by pattern, and finally by sound and pattern simultaneously. Although more difficult, this last type of sort is definitely worth working up to. Because it requires students to integrate their knowledge of sound and pattern, carryover in reading and writing is more likely.

Sound sort

| | | |
|---|---|---|
| got | globe | how |
| stop | flow | now |
| fox | bone | down |
| rob | throw | |
| | hose | |

Pattern sort

| | | |
|---|---|---|
| got | globe | flow |
| stop | bone | how |
| fox | hose | now |
| rob | | throw |
| | | down |

Sound and pattern sort

| | | | |
|---|---|---|---|
| got | globe | flow | how |
| stop | bone | throw | now |
| fox | hose | | down |
| rob | | | |

Teachers and students often come upon words that do not fit a particular sound or pattern. These should not be avoided. Exceptions promote students' thinking and discourage overreliance on either visual or sound clues. For example, if *done* and *come* were included in the sound and pattern sort just presented, students might fail to attend to the vowel sound and think the words should go with *globe*, *bone*, and *hose*. Actually, these two words do not fit any of the categories in this sort; they belong in a special column for exceptions. Teachers refer to this category by various names, including *oddballs*, *cuckoos*, *other*, and *miscellaneous*, and they often label it as ?. Even if no exceptions have been included in the sort, the category should be available to students. Much can be learned by listening to students' explanations about why they have placed a given word in this special column. This information makes it easier to help students clear up misconceptions.

Contrasts that take students from the known to the new and from the simple to the more complex promote active student participation in the learning process. As your students examine words through sorting activities and on their own, encourage them to think and talk about their observations and to ask questions. Help them make generalizations about the categories. Questions like "How are all of these words alike?" and "Why did you put these words together in this column, but leave the others over here?" help students zero in on the common characteristics of features. This approach encourages sensitivity to differences in dialect and to fragile understandings. Teachers listen to what students have to say and clarify and expand on their understandings, rather than provide them with a list of rules.

In addition to engaging students in closed sorts with predetermined categories, you may want to invite them to freely explore a set of words and come up with their own classifications. These *open sorts* are an enjoyable alternative for students, and they afford teachers insights about how students think about words. Although the resulting categories may resemble those that students have recently been examining, this is not always the case. Categories based on word length, parts of speech, meaning, and common letters are other possible outcomes. For example, one open sort led to the following two categories: *wave*, *man*, *rain*, *same*, *can*, and *train*, *tap*, *game*, *fast*, *shake*. Rather than sorting the words by sound or spelling pattern, this child grouped the words according to those with letters that are "long and tall" (*t*, *p*, *g*, *f*, *h*, and *k*) and those that are not.

## Selecting Words

Ideally, words for study come from the children's reading and writing. However, because exemplars from these sources are sometimes limited, supplemental listings of words are provided in Appendix 1. When selecting words from these or other sources, keep in mind that students need to be able to read the words being used. Automatic recognition allows students to put their mental energy into examining sound, pattern, and meaning relationships rather than struggling to decode the words themselves. Because it is impossible to know in advance whether students *can* read all the words, it is a good idea to have them identified at the start of a session so that problem words may be omitted. For beginning readers with limited sight vocabularies, pictures may be substituted for words or used to supplement known words, so that they too can analyze word elements and reflect on their properties. Picture sorting is most appropriate for students at the emergent, letter name, and early within word pattern stages, where the primary focus is on sound. Pictures may be categorized by initial consonant sounds, blends, digraphs, and vowels (see Figure 3-1). When pictures are used, they should clearly depict the words and be relatively free of extraneous and distracting detail.

Another consideration for choosing words is their sophistication relative to the students' level of maturity and the likelihood that students will use them in their writing. Words included in the supplemental listings are intended for use across a broad range of ages. Therefore, it is important to keep particular students in mind, and not just the focused spelling feature. For example, suppose the within word pattern feature *other long vowels* is targeted for study and the pattern being introduced is long *a*, spelled *ai*. Words like *strait* and *hail* fit the pattern and may be identifiable by students, but are they good choices? If the words are intended for older children, they probably are; if they are to be used with first or second graders, there probably are better choices, like *train*, *nail*, and *paint*.

As noted above, exceptions to categories should not be avoided. However, when added to sorts, they should be used sparingly so that they do not confuse students. I like to use them the same way I use cayenne pepper—to spice things up a bit, but not to overwhelm the palate.

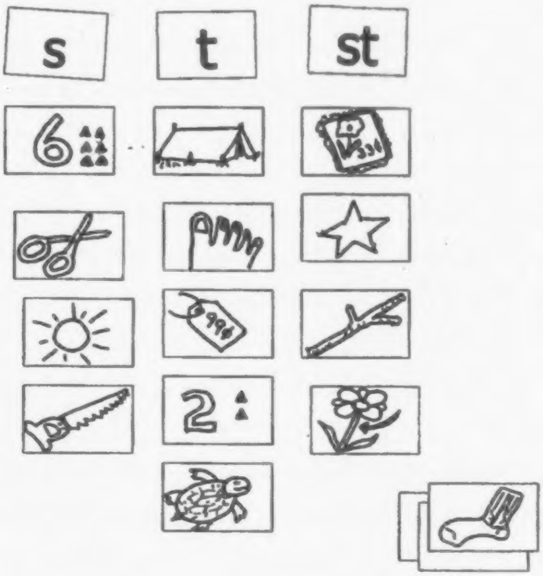


**FIGURE 3-1.** A picture sort with *s,t,* and *st.*

At times, teachers may want to invite students to add some of their own findings to the pool of words being studied. Ordinarily, these are words that have been collected and recorded in a notebook as part of a previous week's study. Students enjoy the opportunity to provide input and are careful to contribute words that fit the spelling patterns being explored.

A final consideration for word selection is how many words to choose. *There is no right number*. Because students compare and contrast words with and without a particular feature, they simply need enough examples of each category type to distinguish similarities and differences. This may mean 3 to 4 words per category, or it could mean 10. Individual teachers must decide on the number that seems best for their particular situation. A total of 10 to 25 words for two to five categories is common.

In general, students should already know how to spell about half of the words they will be using. In order to ascertain whether this is the case, teachers may opt to periodically give beginning-of-the-week quizzes on the words.

## ESTABLISHING A ROUTINE

◇

Word study activities comprise but a small part of students' reading and writing time, but this time is *very important*. Although there is no *one* way to carry out word study, it is important to consider what will work best for you and your students before you begin so that you can establish a routine. When the situation is predictable, students are able to function more independently and more time can be spent on learning.

The day-by-day schedule I have used at various grade levels and with a full range of student abilities is built around a Monday through Friday routine but could easily fit other time frames. I begin the week with a small group "word walk." The purpose of this teacher-guided instructional time is to help students discover the sound, pattern, and meaning characteristics of words. Throughout the week I provide opportunities for students to practice sorting the words into categories so that their understandings begin to be internalized. I also provide experiences that allow them to apply what they are learning to other words in different contexts. Small group instruction is balanced with paired, individual, and cooperative activities. The routines shown in Figure 3-2 are just two of many possibilities.

Teachers who aren't used to working with flexible groups sometimes wonder about the logistics of managing the rest of the class when the instructional focus is on a small group. From the intermediate grades on, most students are able to work cooperatively or independently on assigned tasks (such as, process writing, silent reading, response journals, and word study notebooks) as the different word study groups meet. A clear understanding of teacher expectations and student options is important. In the primary grades, teachers often use a *circle, seat, and center* approach for scheduling time to meet with flexible small groups. This format easily accommodates three small groups and enables children to pursue varied activities. *Circle* refers to teacher-guided reading, writing, or word study instruction. During *seat* time, children typically write in journals (recounting their weekend news, for example) or complete theme-related work from one of their studies. *Centers* (located at a table, a counter, or a space on the floor) may include reading or browsing a book in the classroom library, listening and following along to a tape-recorded story, solving a math or science problem, drawing or painting, using the computer, or enjoying a word study game. Posted charts, such as the one shown in Figure 3-3, help students know when they will be doing what. Velcro attachments make it easy to switch the symbol cards around from day to day.

Regardless of how word study time is structured, explicit instruction should occur at the start of each exploration of new words. Other activities are a matter of personal choice but should give students opportunities for practice and application. Some, such as word hunts, are most appropriate after students have become familiar with the categories under study. The list of activities described below is not extensive. Just a few basic ideas are needed to get going (and even to sustain a successful program). The list may be expanded or adapted over time.

Many of the activities involve students in sorting word cards. Word cards are made by printing the week's words on small rectangular pieces of paper or index cards. Because the cards can be freely manipulated, students are able to actively test out ideas and change their categorizations as needed. Using a template, such as the one shown with long and short *a* words in Figure 3-4, makes it easy to provide each student with a personal set of word cards. Word cards can be created on the computer using a spreadsheet or with a specially designed program like *Cardmaker* (Taylor, 1996a). The latter produces word cards

### A Sample Schedule for the Primary Grades

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|
| 20 minutes | 10 minutes | 15 minutes | 20 minutes | 15 minutes |
| Teacher-guided word or picture walk (closed sort) | Be-the-Teacher | ✓ Buddy blind sorts | ✓Picture or word hunts and recording | ✓Assessment: Quiz |
| Small groups | Small groups | Partners | Partners or small group | Partners, small groups, or whole class |

Possible follow-up or homework activities—Times will vary

| | | | | |
|---|---|---|---|---|
| Cut and paste picture sort; writing sort | Draw and label or write and draw | Student choice or SAW activity | Rhyme time or change-a-letter | Games |
| Independent | Independent | Partners or independent | Partners or independent | Partners or independent |

✓ Depending on your students, you may be able to have all students carry out these activities at the same time.

### A Sample Schedule for the Intermediate Grades

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|
| 20 minutes | 10 minutes | 20 minutes | 15 minutes | 15 minutes |
| Teacher-guided word walk (closed sort) | Buddy sorts (answer key provided) | ✓ Word hunt and recording | ✓ Speed sorts or blind sorts | ✓ Assessment: Quiz |
| Small groups | Partners | Cooperative small groups, partners, or independent | Small groups or partners | Partners, or whole class |

Possible follow-up or homework activities—Times will vary

| | | | | |
|---|---|---|---|---|
| Writing sort and word walk log entry | Write and draw | SAW | Computer sorting or student choice | |
| Independent | Independent | Independent | Partners or independent | |

✓ I have all students carry out these activities at the same time.

**FIGURE 3-2.** Weekly word study schedules.

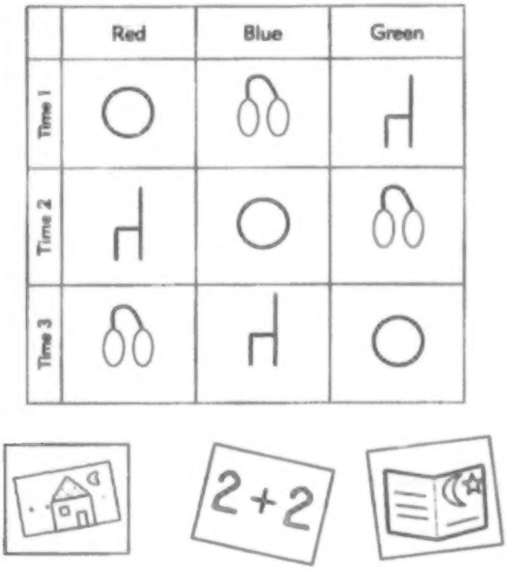


**FIGURE 3-3.** Chart showing a possible rotation of activities for primary students during small group instructional time (groups are identified by color).

for students and a sorted copy for the teacher in one step. When using the former approach, set the margins to 0 to avoid leftover paper when the words are cut apart.

In preparation for each group's exploration of words, I put together sorts that address a need demonstrated by the DSA results and that reflect the previously discussed considerations for word and category selection. Once categories and words are determined, I print or type the words in a random order on the template. Copies of the template are then made and placed in a predictable location—on desktops, in mailboxes, and so on. (For primary-age children, to avoid card confusions, use different colors of paper for each group.) When the children arrive on Monday, they cut apart the words and store them in a manila envelope or plastic bag. To aid identification, they may put their initials or a personal mark on the back of each card. In anticipation of the upcoming word walk, students frequently begin looking for likely categories as they cut their words apart.

## A Word Walk: Introducing the Sort and Building Vocabulary

Once the first small group has gathered, I hold up each card and ask students to identify the words. Words that aren't recognized are discarded. (Knowing all the words is less critical for students at the syllable juncture and derivational constancy stages, but students should still be familiar with most of them.) I follow up on several of the words by

| | | |
|---|---|---|
| flap | paint | place |
| shape | said | sack |
| train | blame | brain |
| have | crack | grade |
| mail | rain | shade |
| mask | fake | sail |
| nail | pail | ? |

**FIGURE 3-4.** Word card template with long and short *a.*

asking students to tell me what they mean. This is a valuable strategy for getting children to expand their use of language. At the beginning of the year, for example, when asked to tell what a *desk* is, students commonly respond, "It's a *thing* that you sit at," or "It's where you work." We discuss other words that could be referred to by these definitions and establish guidelines that help students elaborate on their responses. Naming the basic category to which the word belongs (for example, *people, animals, furniture, actions*) and avoiding the word *thing* are two worthwhile criteria. Students view the activity as challenging and fun and soon come to know and use many words.

After the week's words have been read and discussed, I model the sort. I begin by placing a key word for each of the categories in front of me, being sure to read the words as I lay them down. Different key words may be necessary, depending on whether the sort is focused on sound, pattern, or sound and pattern. Students who have already examined the words at their seats may be given an opportunity to share their hypotheses about the categories at this time. I usually respond to their ideas with "Well, let's see if you're right," and proceed with modeling the sort.

Taking a word from the stack, I pronounce it and try matching it with each of the key words, being sure to read both the new word and the key words aloud. After due consideration, I place the word under its appropriate column and continue in a similar manner with several of the remaining words, each time reading the new word and its matching key word. As the columns start to take shape, students begin to detect the word elements that are common to each. When they're ready to join in, they take a turn at categorizing the words, being sure to say the word and its match. If a word is misplaced, I usually say something like "Actually _____ goes under _____" and move the word to the right column. If you wish, you may allow the error to pass until the sort is complete; then have it located and recategorized. I do this only if students are well into the routine of word sorting, and only one or two errors are involved. When students place a word in the oddball category, I like to ask why they chose that column. Their responses not only reveal much about their understanding but also can make you aware of pronunciation differences due to dialect. I usually show a sensitivity to such variations in speech by permitting students to leave the words where placed during a sound sort, but I also tell them that many people would put the word in a different category and show them which one. Once the sorting is complete, the categories are discussed and identified. Figure 3-5 highlights the steps of a word walk.

To follow up, before sending this group back to their seats and meeting with the next group, I often have the children use their word cards to practice the sort as I watch and assist. They follow the same procedure modeled in the group sort and then review their work by reading through the lists. When they're ready, I check the work with them. If an error or two exists, I usually name the column and ask them to try to find the out-of-place words. If time allows, the columns may be resorted using the problem words as key words (Barnes, 1989).

Another way to follow up is with a card game. One set of the word cards is shuffled and dealt to the players. Although individuals may end up with different numbers of cards, this does not matter because the game is not approached as a competition. Students who are holding key cards begin the play by laying them down. Then the next player, following a clockwise rotation, selects a word, reads it and the matching key word, and places the word in a category. If it is the appropriate category, play continues with the next person. If not, group members call out, "Hold it," and the card goes back into the student's hand until it can be correctly played. If no one catches the error (which rarely happens), I do the calling out. Once all cards are sorted, students read through the lists and identify the features. They then return to their seats, and I meet with the next group.

Although I may spend twenty minutes with each group on this first day, the time is well spent. Students learn to distinguish the categories and sort their words. They may be slow and deliberate in completing the process, but that is to be expected. As the week progresses and students have more opportunities to practice and work with the features under study, they will begin to internalize their understandings and become more fluent in sorting.

## Sorting Variations

The many sorting variations discussed in this section enable students to practice, apply, and extend understandings they acquire during the initial teacher-guided instruction. The activities may be structured in different ways, depending on student needs, other de-

This word sort with long and short *a* focuses on sound and pattern. The new pattern being explored is *ai*.

1. **Have the students bring their word cards to the small group area.** A circle formation works well. Students set their cards out of the way. You need a set of the words; these may be template-size or larger.
2. **Hold up each word for the students to identify.** Say, "Let's see if you can tell me what each word is. Be sure you say the word loud enough so I can hear everyone." Students read the words in unison. Discard unknown words.
3. **Stop and discuss a few of the words**. Ask, "Who can tell us what this word means? Remember, try to use words that will really help us understand it." Prompt discussion with comments such as "Does anyone have more to add?" Wow! How did you learn that?" Refine understandings as needed, and acknowledge student insights.
4. **Introduce the sort by placing key words in front of the students as category headers.** (Before laying the word cards down, you may want to begin with comments like "Does anyone have ideas about this week's sort? What do you think we're working on? What makes you think so? Well, we'll soon find out.") Then direct attention to the category headers. "Our key words for this week are *flap, wake,* and *braid* [point to each.] Today when we sort, I want you to think about the way the word sounds *and* the way it looks."
5. **Model the sort until students catch on.** Take the stack of cards, and say, "I'm going to sort some of the words, but as soon as you can, I want you to show me where the rest go. Ready? My first word is *state*. *State—flap…*, *state—wake…*, *state—braid*. [Hold the card under each key word as you say it.] *State* goes with *wake*. [Place the new card under the key word.] *Crack—flap*. [Place the card.] *Nail—state…*, *nail—braid; nail* goes under *braid*. Where does *fast* go? Good job! And how about this word?" [Hold up *train*. . . .]
6. **Correct mistakes as needed**. Move incorrectly placed cards to the correct category with an accompanying comment like "*Train* does sound like *wake*, but even though we are thinking about the way the word sounds, we're also paying attention to how it looks. *Train* goes with *braid*." When students place words in the oddball column, say, "Tell us why you put that word there." This can be informative. Be sensitive to differences in dialect.
7. **Discuss the completed categories.** Encourage students to analyze the results with comments like "Now that we have placed all of the words, check over the categories, and see if you can make any discoveries about our sort. What do all of the words in each column have in common that makes them different from words in the other columns?" Questions of this type help students form their own generalizations about words.

**FIGURE 3-5.** Steps for a guided word walk.

mands for teacher time, and so on. For example, sorting practice can be carried out without the teacher by pairing students with partners in the same group. When this technique is used, list the buddy-pairs on the board or a chart (see Figure 3-6), so students can inform the next pair of their turn. Sorts are practiced at a designated table or floor area. When finished, students check their categories (frequently using an available answer key) and record the sort in their word study notebooks.

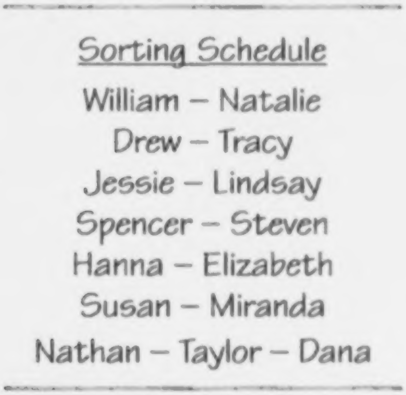
If supervised practice is needed, students may sort their words in a small group as the teacher watches. Or they may participate in a Be-the-Teacher activity in which students work in pairs or triads and take turns sorting their words and "being the teacher." Designated teachers support sorters as needed and provide feedback. Young students especially enjoy the added responsibility and independence associated with this activity. Teachers also find the procedure interesting (and sometimes quite enlightening), as the apprentices take their roles seriously, often imitating techniques modeled during the word walk—even phraseology and mannerisms! Once sorting is completed and any problems are cleared up, students record the categorized words in their notebooks (or glue in pictures when these are used, labeling as much of each word as they can).

### *Writing Sorts*

In a writing sort, words are written down under appropriate categories, headed by key words. Because the classifying is done on paper, the cards themselves may not be sorted at all. Writing sorts are usually completed as an independent activity but may also be carried out with a partner or in a small group. They are sometimes combined with a blind sort.

### *Blind Sorts*

This type of sort is especially useful in reducing students' reliance on visual cues. As the name suggests, students are not allowed to see the words to be sorted but must



Sorting Schedule

William – Natalie
Drew – Tracy
Jessie – Lindsay
Spencer – Steven
Hanna – Elizabeth
Susan – Miranda
Nathan – Taylor – Dana

**FIGURE 3-6.** Sorting schedule for buddy-pairs.

depend on sound and their knowledge of the associated pattern to determine word placement. Even when teachers take care to incorporate sound and pattern contrasts into a sort, students sometimes focus primarily on the visual information. For example, consider a sort with short *a* (*pat*) and short *i* (*pit*) contrasts (or one with short *a* [*tap*] and *aCe* [*tape*]). Students can easily end up with correctly sorted columns by merely putting words with *a* in one column and words with *i* in the other (or those with *e* on the end in one column and the rest in another). Teachers who overlook the importance of balancing attention to pattern *and* sound are often puzzled by students' failure to transfer their *apparent* fluency with the features under study to their reading and writing. In actuality, the students may have acquired little understanding of the features. Since the task did not require them to make pattern–sound and sound–pattern relationships, the information was not integrated in their word knowledge. Blind sorts encourage students to balance visual clues with phonological information and should be a part of the weekly routine. Substituting pictures for a few words in an all-word sort or adding an exception or two (for example, *done* or *some* in a sort with *o–consonant–e* words) may also be effective.

To complete a blind sort, buddy-pairs work together. The key words are placed in front of one of the buddies, while the other buddy calls out the remaining words. Without looking at the word, the first buddy judges where the word belongs and points to the appropriate category. Inaccuracies are corrected, and completed cards are stacked under their matching key words. Once all of the words are placed, the roles reverse.

Blind sorts may also be written. In a written blind sort, instead of pointing to categories, students write the words under the right key word. This kind of sort may be done in small groups as well as partnerships. Some teachers use blind written sorts at the end of the week to evaluate students' understandings.

### Speed Sorts

This form of sorting is practiced after students are able to accurately categorize their words. The added focus on speed helps students work toward automaticity with the features under study. Speed sorts are frequently done with buddy-pairs; students alternate between sorting and timing with a stopwatch. When this is the case, each student sorts twice, trying to increase his or her speed on the second attempt while maintaining accuracy. Software programs are becoming available that enable you to enter students' words and have them practice their sorts on the computer, with or without a timed component (Taylor, 1996b).

A variation of the speed sort that is highly motivational is Beat the Teacher. It may be carried out by small groups or as a whole class activity by having students meet with their respective groups at a cluster of desks or floor area. Both speed and accuracy are important. As students practice categorizing their words, the teacher circulates, sorting each group's words while being timed by a student equipped with a stopwatch. The teacher's times are recorded, and the stopwatches are reset. Students then attempt to sort their words correctly and beat the teacher's time for their group. Several trials are run. After each, partners check the sort and re-collect each other's words in scrambled fashion. Record-breakers receive a special privilege or recognition later in the day. Fifteen minutes is ample for a three-group teacher rotation and provides the students with considerable sorting practice.

## *Word Hunts*

During a word hunt, students search through material they are currently reading to find additional words with the features being studied. Hunting is limited to pages that have already been read so that *skimming* to find words is not confused with *reading for meaning*. Because the activity encourages students to apply and extend their understandings, it is best reserved for the middle or end of the week.

Word hunts may be done in small groups, pairs, or individually. I especially like having students complete the activity in cooperative groups. They enjoy the peer interaction, and the collaborative effort promotes discussion and clarification of ideas. The categories should highlight word elements that all students understand so that all can participate and give their attention to the process. If possible, use a teacher-guided activity to introduce the procedure to the entire class at once. A couple of modeling sessions precludes later problems.

For a cooperative word hunt, each group needs a colored marker and piece of chart-sized paper at least 3 feet by 2 feet, with the key words written across the top and circled (Figure 3-7). Students bring a trade book or textbook they are reading to the group location. A recorder is chosen to call on students as they find words and to write their contributions under the appropriate category. Because every student is expected to contribute at least one word, it is helpful to note the finder's initials in pencil. Disagreements that arise concerning a word's placement are resolved through discussion or with the aid of a dictionary.

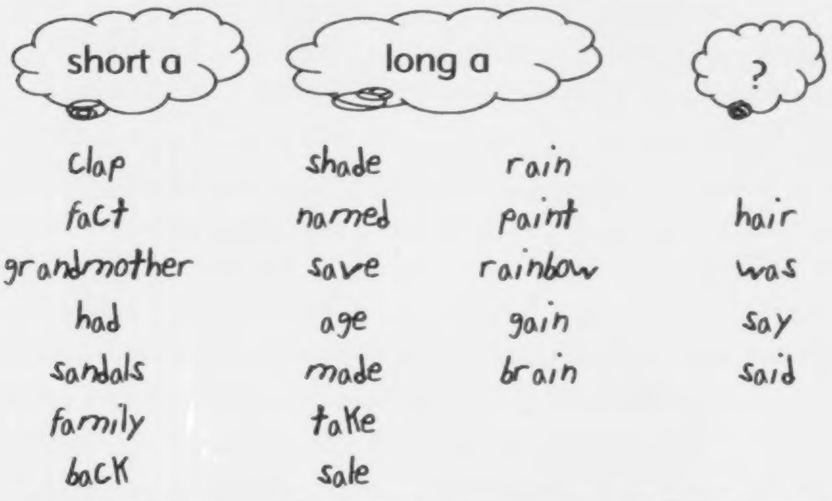
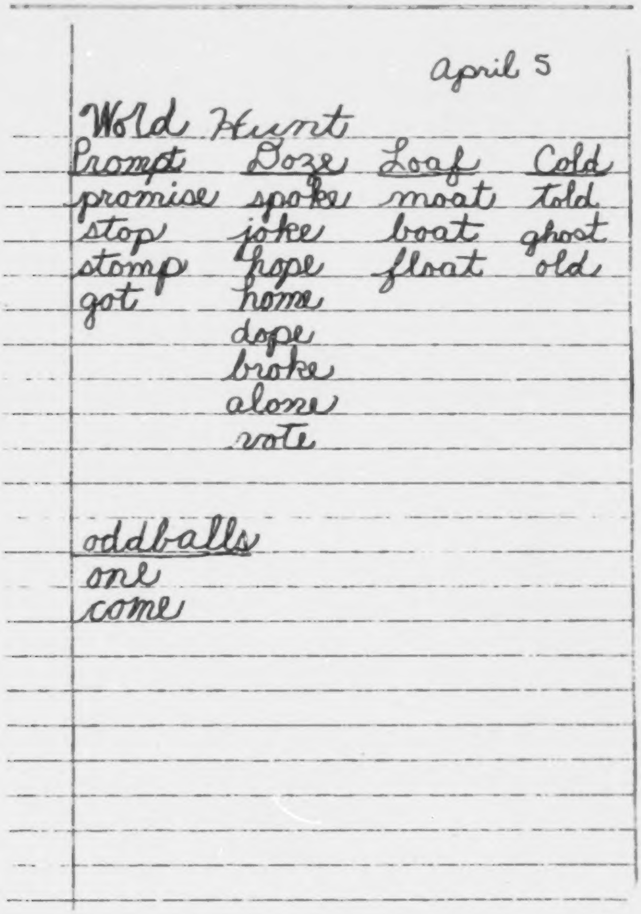


**FIGURE 3-7.** Results of a cooperative group word hunt.

Word hunts continue for about fifteen minutes. The goal is for students to find at least 10 words, with a minimum of 1 word per category. Although exceptions should be recorded, these are not counted in the number. When words like homophones or derivationally related pairs are the hunt's focus, I set different expectations. If one of the pair is found—such as *read* or *compose*—the other one is determined through discussion—*red* or *composition*—and both words are then recorded.

As the hunt progresses, I circulate from group to group making comments and questioning students about their placement of certain words in order to understand their reasoning and to clear up any confusion. When students are through searching, we briefly discuss their findings, and they record the words under category headings in a notebook, as in Figure 3-8.

Although this activity may be done as homework, I prefer to have students complete it at school so that I can interact with them. Also, when word hunts are done at home, well-



april 5

Wold Hunt

| Prompt | Doze | Loaf | Cold |
|---|---|---|---|
| promise | spoke | moat | told |
| stop | joke | boat | ghost |
| stomp | hope | float | old |
| got | home | | |
| | dope | | |
| | broke | | |
| | alone | | |
| | vote | | |

oddballs
one
come

FIGURE 3-8. Notebook recorded word hunt.

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intentioned family members frequently try to help by coming up with the specified number of words. One variation that I have found worthwhile is to have the students hunt for words in their own writing—in process writing pieces as well as response journals.

Beginning readers frequently engage in word hunts using catalog pictures or the collections of known words in their word banks. They also try to find words with particular features by hunting through a typed copy of a recently read story. Consecutive searches may be carried out with the same copy, each one focusing on a different word element (for example, short *a* words one time, and short *i* the next). Found words are underlined, and often a new color is used for each search to highlight feature differences. Dictated experience stories, poems, and rhymes provide additional material for word hunts. If children collect and number these in a personal ring binder, they are readily available for word hunting as well as for choral and repeated readings.

Sometimes it's fun to carry out the word hunt as a "reading the room" activity. Students look for words with the appropriate sounds or patterns anywhere in the room—bulletin boards, mailboxes, magazines, and so on. Even the names of objects can be recorded (for example, *sharpener* [*r*-controlled vowel] or *desk* [short *e*]). Primary grade teachers sometimes collaborate with their upper-level colleagues and have the students work as buddy-pairs. One half of each class works in each room, with the older students acting as supportive scribes.

### *Concept Sorts*

Through content areas like social studies and science and their reading of children's literature, students are exposed to many new concepts. Categorization tasks can help them come to terms with these new ideas by highlighting various traits of the concepts through pictures or words. Pictures are useful for younger children not only because they enable those with limited literacy development to be active learners, but also because they are less abstract than words (see Figure 3-9). Students with more advanced literacy understandings often develop concept sorts out of vocabulary culled from their reading. The concept sort below shows how several fourth graders organized words from a science study under "earthquakes" and "volcanoes." Later, they reexamined the two-syllable words and categorized them according to the spelling feature they were currently exploring—namely, those with an open first syllable (long vowel sound) and those with one that is closed (short vowel).

| Concept sort | | Spelling-related sort | |
|---|---|---|---|
| Earthquakes | Volcanoes | Open syllable | Closed syllable |
| faults | magma | emit | magma |
| tectonics | fissure | crater | tremor |
| tremor | igneous | | Richter |
| Richter | emit | | fissure |
| magnitude | crater | | tectonics |
| | vent | | magnitude |
| | | | igneous |

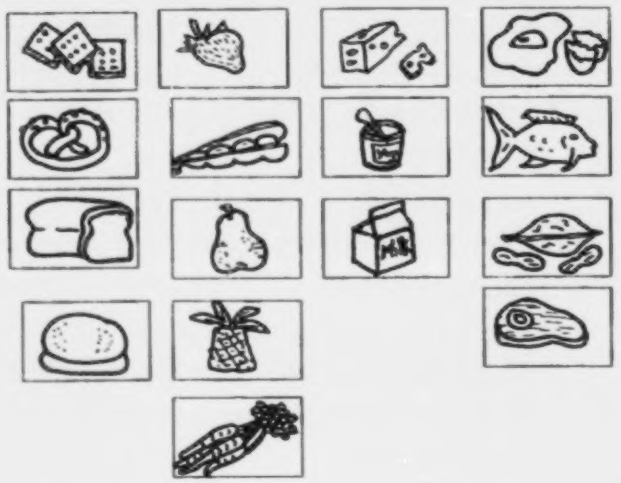


FIGURE 3–9. Basic food groups: A concept sort with pictures.

A variation of the concept sort that students enjoy uses neither pictures nor words but the students themselves. In the "yes/no" game, based on the concept attainment model (Bruner, Goodnow, & Austin, 1956), students try to discover a feature that is unique to some members of the class. Begin the activity by choosing a focus characteristic. Hair and clothing color are fairly obvious and work well with younger children; with older students the feature can be more difficult to detect—collar type, sleeve length. A student with the feature is called forward and stands in the "yes" area. At this point, it's helpful to discuss what the mystery feature might be. Next, identify a student without the feature, and ask that person to stand in the "no" area. Again, discuss possibilities in light of the new information. Proceed with more students, being sure to balance membership in the two groups and to continue discussion as needed. When you think some of the students have caught on, ask for volunteers who think they know which category they fit in. Verify their responses, and have them join the appropriate group. Although students may identify the feature at any time, waiting until the end gives everyone plenty of opportunity to figure it out.

## The Word Study Notebook

Word study notebooks are a place where students record their sorts, word hunt results, and other activities they engage in as they study words. A spiral notebook, composition book, or even a three-ring binder serves the purpose well. The notebook provides a wonderful record of a student's explorations with words over the course of the year. It enables student, parents, and teacher to trace the child's journey to more sophisticated understandings about words and to celebrate progress.

If desired, specific expectations may be defined for notebook activities. These are typed and glued into the notebook for the students' reference. They address topics like handwriting, spelling, sentence writing, use of time during partner and collaborative activities, and methods of evaluation. As the students progress, changes in the criteria can easily be made by adding a new page to the notebook.

Although you are likely to ask students to complete specific activities in their notebooks, it is a good idea to give them choices as well. Options for these times may be listed on the first page of the notebook under the heading "Word Study Activities." As activities are introduced, they are added to the list for students' ready reference. The word hunts, writing sorts, blind written sorts, and open sorts that have already been described should be included in the listing. A few additional possibilities follow. Because some activities are more appropriate for certain stages, recommended stages are listed in parentheses after the title.

### *Discovery Log (Late LN, WW, SJ, DC)*

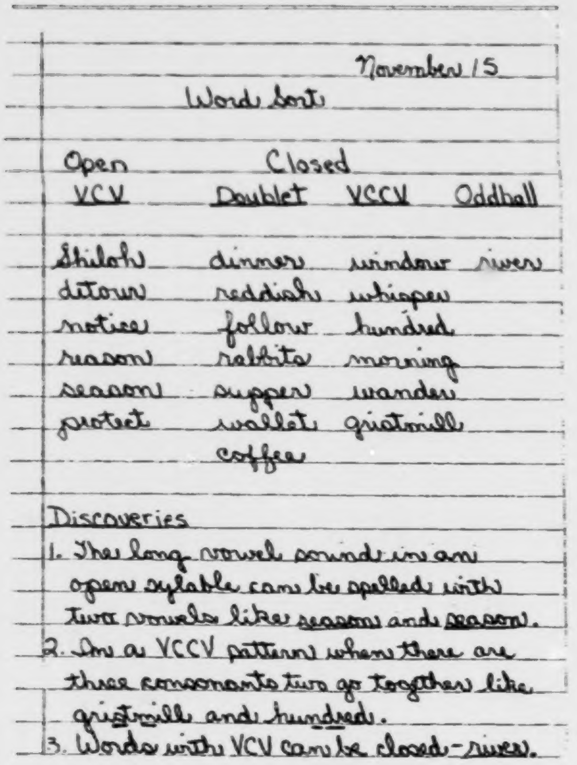
Although certain notebook pages can be designated for recording discoveries about words throughout the year, I like to have students make log entries on the same page they use to complete an activity. For example, after a word walk, I often ask students to do a written sort at their seats. Below the sort, they write a sentence or two describing what they learned on the walk (Figure 3-10). Entries can address findings related to the meanings of words as well as to spelling features. Students sometimes choose to make entries on their activity pages and recorded open sorts as well.

### *Draw and Label (LN)*

Students draw pictures that relate to the key letters and sounds they are studying. They label the pictures with as much of the word as they can, then either draw a blank line for the rest of the word or use invented spelling to finish it.

### *Change-a-Letter (LN, Review for WW)*

This activity can be carried out in small groups, with a buddy, or individually. Students are given a word with a consonant–vowel–consonant (CVC) pattern as a starting point. They are allowed to change one word element at a time in order to create a new word. The initial element, known as the onset, is the easiest for students to alter (see Example 1 below). Because the rest of the word stays the same, students need only apply their knowledge of beginning consonants (or consonants, blends, and digraphs, if they are ready) to form a new word. Changes are usually made from consonant to consonant (*cap/map*) or from one blend or digraph to another (*flap/trap*), but they can also be made by replacing a single consonant with a blend or digraph and vice versa (*tap/slap* or *snap/zap*). Students who have studied different families of words with the same vowel, like *ap*, *at*, *ag*, and *an*, are ready to change either the initial or the final element. This is more challenging (see Example 2) but does not require students to discriminate between vowel sounds since the vowel remains constant. Finally, once students have explored several families of words with different vowels, they are ready for the most challenging version of the activity (see Example 3), which allows them to change any portion of the word—beginning, ending, or middle vowel. When students reach a roadblock and cannot think of a



November 15

Word Sort

| Open | Closed | | |
|---|---|---|---|
| VCV | Doublet | VCCV | Oddball |
| Shiloh | dinner | window | river |
| detour | reddish | whisper | |
| notice | follow | hundred | |
| reason | rabbits | morning | |
| season | supper | wander | |
| protect | wallet | gristmill | |
| | coffee | | |

Discoveries

1. The long vowel sound in an open sylable can be spelled with two vowels like reason and season.
2. In a VCCV pattern when there are three consonants two go together like gristmill and hundred.
3. Words with VCV can be closed - river.

**FIGURE 3-10.** Syllable juncture word sort and discovery log entry, based on words from the first two chapters of *Shiloh* by Phyllis Reynolds Naylor.

next word, the activity ends. Lists for the challenging versions can get quite lengthy due to the greater possibilities for generating words.

| Example 1: Easy | Example 2: More challenging | Example 3: Most challenging |
|---|---|---|
| cat | cat | cat |
| bat | cap | cut |
| fat | clap | nut |
| sat | flap | not |
| hat | flag | spot |
| rat | bag | spit |
| flat | wag | pit |
| mat | tag | pot |
| | tan | hot |
| | fan | hat |
| | plan | that |

### *Write and Draw (Late LN, WW, SJ, DC)*

For this independent activity, students choose some of their words to use in sentences and draw pictures of some of the others. Before students begin, model how to write an interesting sentence that really illustrates the meaning of the word. Notice the difference in the paired examples below:

> *I heard you.*
> *I heard my dog bark when a car pulled slowly up my driveway.*
> *He bragged to his friends.*
> *He bragged to his friends about his new ten-speed bicycle saying, "It cost three hundred dollars!"*

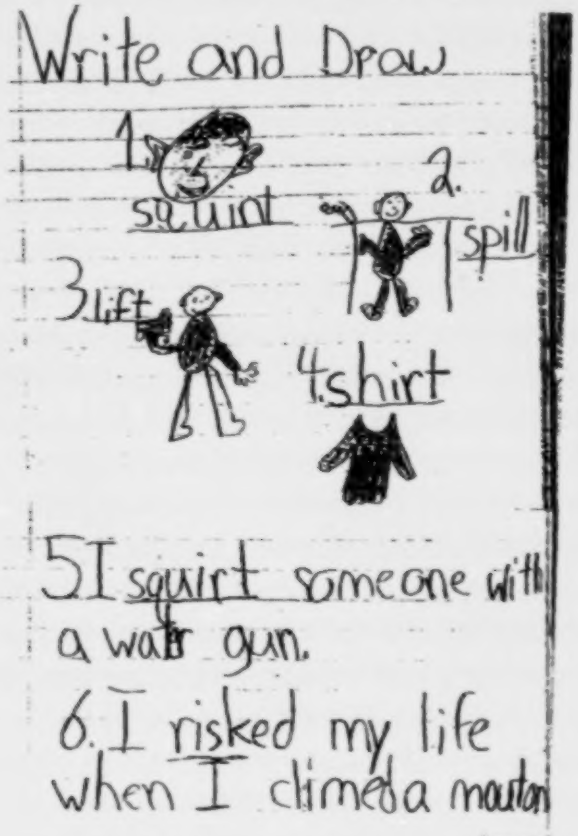
If the idea of "painting pictures" with words hasn't been dealt with during process writing, now is a good time to introduce it. Children's literature abounds with examples of descriptive language— "snapshots" and "thoughtshots" (Lane, 1993)— that can be used. You may want to encourage self-evaluation of the sentences by having students star their best one. Letting them decide whether to use one or two of their words in a sentence also adds to the activity. However, advocating the use of more than two of the week's words in a given sentence often leads to sentences that lack meaning. The same result commonly occurs when teachers ask students to use their words in a story or paragraph. Use these options with caution.

Sentence writing also affords students an opportunity to experiment with techniques they are learning in writing-related minilessons. They may try out different types of punctuation; use carefully selected adjectives, verbs, and adverbs; create a particular mood; and so forth. During write and draw, students should give special attention to spelling the week's words correctly. They should do the same with words that have features they already know. Inventions are appropriate for other, more difficult words.

Regardless of age, most students enjoy the drawing component of this activity and put considerable effort into making the word meanings clear (see Figure 3-11). Also, many students who have difficulty with reading and writing excel when it comes to drawing and appreciate the opportunity to express themselves visually. Use of color (crayons or colored pencils), detail, and appropriate size should be discussed.

### *Rhyme Time (All)*

Students generate rhyming words based on words from their weekly list or from the list of rhyming units below. This activity might aptly be called "rime time" for the *rime* of the word—namely, the vowel and what follows it—is usually maintained and only the beginning of the word changes. For example, *wage* → *page* → *stage*. When weekly word study words are used, partners begin by agreeing on a starting word from their list. Once it is recorded, the students write down as many rhyming words as they can, using a timer or other device to insure that each partner has an equal chance to record words. When the time is up or both students have run out of words, partners check their lists for words that are correct and unique to their list. As one buddy reads off the



Write and Draw

1. squint

2. spill

3. lift

4. shirt

5 I squirt someone with a watr gun.

6. I risked my life when I climed a mautan

(cont.)

**FIGURE 3-11.** Write and draw activities by primary-grade and intermediate-grade students.

list, the students place a check mark (✓) by every shared word. Each of the remaining words earns one point. A point is subtracted for an incorrectly spelled word. Words that rhyme but do not share the starting word's rime, such as *read* below, receive double points, provided they are correctly spelled. An expert or the dictionary is used to settle questions. Three to four rounds are played, with a new focus word each time. This activity is most appropriate for work with single-syllable words. Rhyme time may also be done individually; if points are kept, the same scoring system is used but there are no shared words.

| Example 1 | Total points |
|---|---|
| Student 1: *judge:* smudge ✓budge ✓grudge ✓fudge nudge | 2 |
| Student 2: *judge:* ✓fudge ✓budge ✓grudge trudge | 1 |

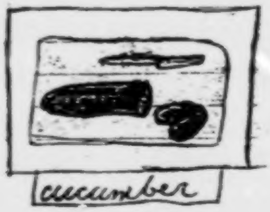
Wordstudy

1-2 The plumber made the pipes much sturdier.

3. The banister was made of wood.

4-5. The sale was a disaster because when the consumer got there the products were all gone.

6-7. When the composer hit the light he caused it to flicker.



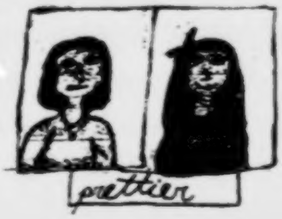


**FIGURE 3-11.** (*cont.*)

Example 2

Student 1: *seed:* ✓feed ✓speed deed read 3

Student 2: *seed:* need ✓feed ✓speed bleed 2

Some rimes are more common than others. Wylie and Durrell (1970) developed a list of 37 rimes that occur in nearly 500 primary-grade words. Words with these rimes are especially good choices for rhyme time since they occur in many polysyllabic words as well. Syllable juncture and derivational constancy students can use the list of rimes to generate polysyllabic words with syllables that rhyme. For example, the rime *ap* might lead to words like, *apple, capsule, caption, aptitude, evaporate, chaperone, dilapidated;* and *ide* to such words as *bona fide, confide, dioxide, divide, insecticide, provide.*

Rimes

*ack ail ain ake ale ame an*
*ank ap ash at ate aw ay*
*eat ell est ice ick ide ight*
*ill in ine ing ink ip it*
*ock oke op ore ot uck ug*
*ump unk*

### *Word Operations (All)*

In this activity, students add, subtract, or add and subtract word elements to make a new word. They choose 5 to 10 words to "operate" on, record them in their notebooks, and write the new word after each. If you wish, you may have them underline the alterations. Examples for each stage are shown below.

LN: camp → cramp lost → list set → sent plump → lump
WW: sport → short—fur → fir real → rail pounce → pound
SJ: planned → planed pillow → pillows respect → disrespect
DC: accuse → excuse magical → magician carnivore → herbivore
confidential → confident

### *SAW–Sort, Alphabetize, and Write (WW, SJ, DC)*

Although students may complete this activity at school, I have often incorporated it into sorting that is assigned for homework. Once the children have a clear understanding of their week's categories, a copy of the word card sheet may be sent home for them to practice sorting. After their last practice, students arrange each column of words in alphabetical order, write down the sort, and return it to school. A number of benefits result from this approach: Sorting is practiced; alphabetical ordering is made easier through manipulation of the word cards; and assignment checking is simplified because students have their words in a like order.

## Game Applications

Games described in this section may be applied to word features at any of the spelling stages.

### *Folder Games*

Folder games reinforce students' knowledge of the spelling feature they are exploring and are quick and easy to make. Use medium-sized stick-on labels to create the path, and add a little pizzazz or relate the game to a particular theme by adding student drawings and cutouts from gift-wrap paper. Usually, words or letters that highlight the orthographic features being studied are recorded on the path spaces (initial consonants, blends, digraphs, short vowels, long versus short vowels, open and closed syllables, stressed syllable, roots, and so on) and other words or pictures with the features are included in a

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draw pile. During play, students draw cards from the stack, identify the word or picture, and move to the closest match on the path. *Words Their Way* (Bear, Invernizzi, & Templeton, 1996) includes a fine assortment of folder game ideas developed by classroom teachers.

### *Card Games*

Many card games—Go Fish, Rummy, and Concentration, for example—lend themselves to word study adaptations. In each of these, students seek matches with like word features. Variations can be devised to accommodate most features, including blends, word families, vowel patterns, homophone pairs, or roots. When making cards for this type of game, be sure to keep in mind the fact that the children will be holding the cards. Words should be written in the center of the card as well as in the upper left corner to insure visibility (see Figure 3-12).

Concentration is a card game that can easily be played with a partner or as a trio, using one student's word cards. A deck of 16 to 20 cards is shuffled and placed face down in a four-by-four or five-by-four array. Play may focus on the particular features under study, and only those matches count; or players may simply try to identify a common word feature in the turned-over cards—initial or final consonant, vowel pattern, number of syllables, stress, syllable structure, meaning. The approach should be agreed on before the game begins. In either instance, player 1 starts by turning over two cards and tries to recognize a shared characteristic. If a property is identified and accepted by the other player(s), the two cards are set aside, and another pair is turned over. Player 1 continues until two cards are drawn that cannot be categorized. These cards are returned to the array, and the next player takes a turn. The game ends when no other matches can be made. If the week's features are the focus, the person with the most cards wins. If more open sorting has been allowed, patterns currently under study may still be emphasized by using the following scoring system and awarding points after each play: (1) a pair of words with a pattern under study earns 2 points, and (2) all other pairs receive 1 point. The player with the highest total wins.

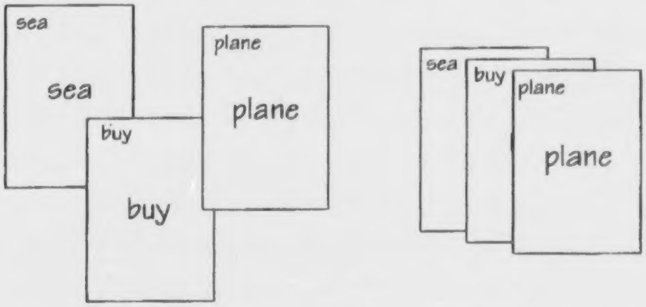

**FIGURE 3-12.** Homophone rummy cards.

### *Mini-Sorter*

This activity takes time to make, but it is well worth it (see Figure 3-13). I have used it at various grade levels, and students give it rave reviews. It is highly motivational, versatile, and self-checking. Cards with words or pictures that focus on word elements the children are investigating are dropped into the mini-sorter. Students match their word (or picture) to the appropriate key word or letter labeled on the front of the mini-sorter. They then poke a small plastic or wooden rod through the corresponding hole and check the accuracy of their response by pulling up the card. If the answer is correct, the card is easily removed, because the corresponding hole on the card has been cut away. However, when the match is incorrect, the card stays put, and the student must try again.

Mini-sorters can be made of different materials and to any specifications. Mine are made of lightweight wood (paneling) and accommodate about 20 4-inch × 6-inch index cards. Matting board sold at frame shops is also a good material. In addition to the front and back, you need spacers for the inside that will give depth and create the slot—a bottom and two side strips. If matting board is used, you may want to glue together two or more like strips to create a deeper slot that will hold more cards—¼ to ½ inch of depth works well.

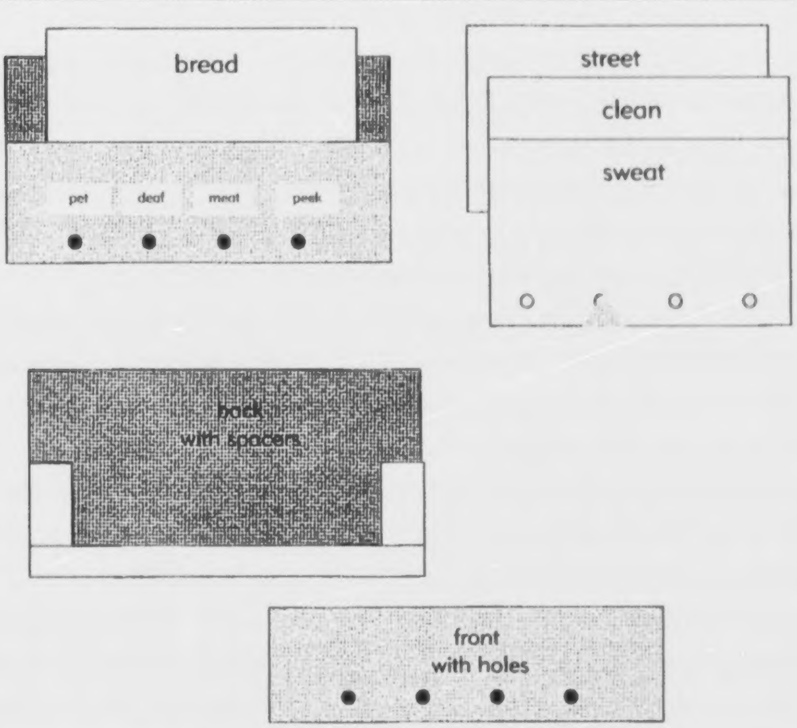

**FIGURE 3-13.** Mini-sorter with word cards.

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To make the mini-sorter:

1. Cut the pieces.
2. Drill or punch holes into the front panel.
3. Assemble the sorter sandwich-style—first the back, then the inside pieces, and finally the front, gluing the pieces together as you go. Be sure the adhesive is appropriate for the material used.
4. Add a stick-on label above each hole for the key words.

To prepare the mini-sorter cards:

1. Place a blank card into the slot, being sure to leave room to wiggle it back and forth slightly.
2. Stick a pin through each hole in the sorter so an impression is made on the card.
3. Remove the card, and punch a hole at each mark.
4. Use this card as a model to mark the holes on your set of word or picture cards.
5. Punch holes at the marks.
6. On each card, write a word (or glue a picture) that fits your category headings.
7. Cut away the correct hole on each card.
8. Put the cards in the slot, and you're ready to go.

A short piece of wooden dowel or a plastic stirring rod, like the kind sold in the beverage section of the grocery store, works well for selecting answers.

## Weekly Evaluations

### *Observation*

You can learn much about students' progress during the week by observing them in the various activities. Sorting that was likely slow and cautious when the feature was newly introduced should be rapid and require little effort by the week's end. Anecdotal notes of these and other observations, including word hunt participation and indications of feature knowledge being exercised in reading and writing, provide a record of what is learned. For some teachers, notations of this type and a periodic reassessment with the DSA suffice for evaluation. Others choose to also give an end-of-the-week quiz on some of the words.

### *Quiz Options*

My experiences with giving a Friday word study quiz have been positive. Although my observations give me a clear idea of how students are doing, I find that the students themselves like having a quiz. It provides tangible evidence that their sorting efforts paid off. Also, the quiz is an easy way to let parents know that spelling is receiving attention. Quizzes may be teacher-dictated or completed in buddy-pairs.

Several formats for an end-of-the-week assessment are possible. Some teachers use a traditional spelling test format. Others have students write the words under key words as they are called out (blind written sort). When the latter procedure is used, credit is usually awarded for correct category placement and for correct spelling (one point for each). Sometimes additional words not in the week's sort are included in the dictation. These may be review words from previous weeks or new words with like patterns that are included to see how well students can generalize their learning. Nonsense words can be used for the latter. For example, to evaluate within word pattern students' transfer of the *dge* pattern, the nonwords "padge" and "widge" might be included in the dictation.

Regardless of how you structure the quiz, I recommend randomly selecting about 10 (or half) of each group's words for the quiz. This is sufficient to assess students' understanding and saves time. The quiz should take no more than 10 to 15 minutes and, when teacher-dictated, can be given to several groups simultaneously.

This process is facilitated if each group has a name. When groups are first organized, have the students choose a name. Even though the makeup of groups changes during the year, the names usually remain the same. For ease and consistency, I sometimes limit name choices to a particular theme, such as animals, colors, or athletic teams. With each group's word card template in hand, I begin the end-of-week dictation in the following manner, moving from one word card sheet to the next, calling out the words I've selected:

> "Turquoise Group, number 1 is *plant*. The boy set the *plant* down on the table. *Plant*.
> "Blue Group, number 1 is *tailor*. The *tailor* was supposed to sew up the man's shirt. *Tailor*.
> "Scarlet Group, number 1 is *expression*. She had a surprised *expression* on her face when she saw the present. *Expression*.
> "Turquoise Group, number 2 is *wave*. The ocean *wave* came crashing onto the shore. *Wave*.
> "Blue Group, number 2 is. . . ."

Dictation continues with the remaining words. This format enables you to move along quickly without rushing the students. I have used it successfully with students from second grade on up.

A third approach to the quiz employs a bingo-like format and is highly motivating. For "Spello," students are given a blank three-by-three or four-by-four template, such as the completed one shown in Figure 3-14, on which to write their words. If desired, one of the spaces may be designated as "free." Each dictated word is recorded on a blank card and placed in a container. After the dictation, tokens are passed out, and a game of Spello is played. The rules for bingo are followed with one exception. When a player has covered a horizontal, vertical, or diagonal row and calls out "spello," in order to win the appropriate words must be marked with a token *and* each of the covered words must be correctly spelled. After the game, all responses are checked.

## *Transfer to Writing*

This also needs to be considered when evaluating students. However, it should be noted that until they have a firm grasp of a particular feature, students are not likely to use it

| SPELLO | | |
|---|---|---|
| met | deaf | beach |
| bread | FREE | street |
| meant | cream | weed |

**FIGURE 3-14.** Spello quiz.

with consistency in writing. This is why children need many opportunities to work with their words so that the words become overlearned and can be recalled automatically.

Some issues pertaining to carryover relate to teacher expectations. Students need to realize that you expect them to correctly spell words that have easy features as well as what I call no-excuse words. The latter includes the current week's words as well as words that are "print-handy"—for example, the title of a book a student is reading, the names of its main characters, the present month of the year, and so on. In order to help weaker spellers develop a sense of "looks right" for high-frequency words like *who, friend,* and *from,* four or five of these words (as well as theme-related words) may be displayed at one time on a highly visible area of the wall, so that they are readily accessible for students to copy. I am selective about the words I choose and keep a watchful eye on students' writing to be sure they are spelling the words correctly.

When teachers set realistic expectations for correct spelling (and, remember, *realistic* means taking into consideration developmental differences) and are consistent in their follow-through, students rise to the occasion. I remember being dismayed a number of years ago by the poor quality of spelling I was getting in students' literature response journals. Even good spellers were misspelling easy words. When I reflected on the matter, I realized that I was at the root of the problem. I had communicated to students my interest in *what* they wrote but had not set a standard for *how* they spelled it. Their journal entries were filled with interesting reflections about characters and events *and* with careless errors. We discussed the matter, and I explained that I planned to highlight words that they should have caught through proofing. These would need to be corrected. Words that I knew were difficult for them at this time would be overlooked. I suggested that they proof their journal entries for spelling from the bottom up in order to avoid being distracted by the content. Within a week, I noticed a dramatic improvement. When I complimented them on the change, their response was, "You should have told us sooner; we didn't know it mattered"!

## LEARNING TO LOVE WORDS

◇

### Modeling with Literature

Arousing students' general interest in words should be a part of word study. Although sensitizing children to the sounds and meaning of language can be accomplished in many ways, one of the best practices is teacher modeling. When teachers show a curiosity about words and an appreciation for language, students begin to attend to language more closely and seek opportunities to share their own discoveries about words.

Read-aloud time is a prime time for celebrating the wonders of language. Rhymes, similes, metaphors, personification, alliteration, carefully crafted sentences, and more abound in children's literature today. Images like those that follow deserve a pause—a chance for children to share their impressions or to savor the language. The first two illustrations are from Chris Van Allsburg's *The Polar Express*:

> It [the train] was wrapped in an apron of steam. (p. 3)
>
> We climbed mountains so high it seemed as if we would scrape the moon. But the Polar Express never slowed down. Faster and faster we ran along, rolling over peaks and through valleys like a car on a roller coaster. (p. 9)

Natalie Babbitt's vivid descriptions in *Tuck Everlasting* give the reader a sense of being right there, looking at the scene:

> On the left stood the first house, a square and solid cottage with a touch-me-not appearance, surrounded by grass cut painfully to the quick and enclosed by a capable iron fence some four feet high which clearly said, "Move on—we don't want *you* here." (p. 6)

In Karen Hesse's *Out of the Dust*, readers can almost feel the hot, dry winds of 1934 recorded in the diary of 14-year-old Billie Jo:

> On Sunday,
> winds came,
> bringing a red dust
> like prairie fire,
> hot and peppery,
> searing the inside of my nose,
> the whites of my eyes.
> Roaring dust,
> Turning the day from sunlight to midnight. (p. 46)

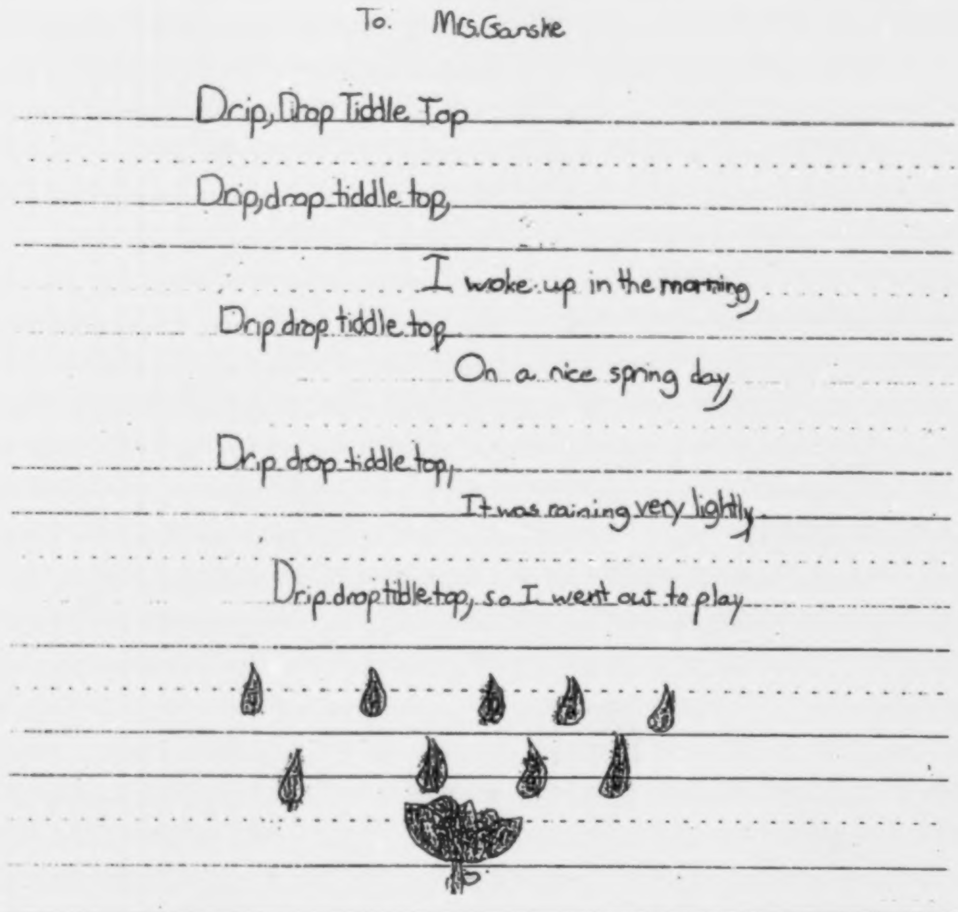
There is no shortage of examples; students just need to have them brought to their attention. Doing so will not only heighten their sensitivity to language but will also help them to construct meaning with text that is rich in description or symbolism. Without such guidance, many students will simply read or skip over the words, unaware of what they have missed.

Poetry is another channel for fostering appreciation of language. Again, there is no scarcity of wonderful choices. Jane Yolen's poetic lullaby, *Nocturne*, is well worth sharing with students of any age. Repetition, rhyme, alliteration, similes, metaphors, and rich images fill its pages. Young children enjoy the rhythm and repetition; older students find a special appeal in Yolen's novel compound words: "In the night, in the velvet night, in the wraparound blacksurround velvet night" (p. 13). Two other books that celebrate the sounds of language in a similar fashion are *In the Tall, Tall Grass* by Denise Fleming and *Listen to the Rain* by Bill Martin Jr. and John Achambault.

The use of onomatopoeia (words that sound like what they mean) in poetry and stories seldom fails to capture students' interest. Children enjoy the special "sound effects" of these words and once aware of them often begin incorporating similar words into their own writing. Soon after hearing Patricia Polacco's *Thunder Cake* read with its "CRACKLE, CRACKLE BOOOOOOOM, KA-BOOOOOM" and "KA-BANG BOOOOOOOOAROOOOM," seven-year-old Abigail (refer to Figure 1-6) considered the quieter sounds of weather in her "Drip, Drop Tiddle Top" poem about rain (Figure 3-15).

Students readily associate alliteration (repetition of beginning sounds) with tongue twisters and show an eagerness to tie up the oral muscles of their friends with sentences like this third grader's: "Allie Alligator added an amazing amount of ants to his awful apple pie." Chris Van Allsburg's alphabet book, *The Z Was Zapped: A Play in 26 Acts*, is an excellent catalyst for students to write their own alliterative sentences in the form of an alphabet play (see Figure 3-16). Three other books students will enjoy are *Aster Aardvark's Alphabet Adventure* by Steven Kellogg, *Animalia* by Graeme Base, and the alphabet pop-up, *Alpha Bugs*, by David Carter.

Students also enjoy plays on word meanings. Primary-age students are often first introduced to this through books like Peggy Parish's series featuring Amelia Bedelia, an amusing character who interprets language literally; when asked to "draw the blinds," she sets about sketching them. Another book that appeals to kindergartners as well as intermediate-grade students is *Dog Breath* by Dav Pilkey. The story recounts a family's attempt to rid their dog, Hally Tosis, of her offensive breath. Although a "breathtaking" mountaintop view does not do the job; nor does an exciting movie leave her "breathless," in the end the situation is resolved and everyone is glad to have Hally around. Older students with sufficiently advanced vocabulary appreciate the abundant word play in *The Phantom Tollbooth* by Norton Juster as well as in Elizabeth Hass's series of books featuring Incognito Mosquito, Private Insective. Although word play is not the central focus of Andrew Clement's *Frindle*, words are. The main character's trials with his teacher over a newly coined word—*frindle*—make this book a favorite with many intermediate-grade readers. *Donovan's Word Jar* by M. DeGross also focuses on words, their magic, and their power. The book provides a wonderful springboard for children to collect their own interesting words.



To: Mrs.Ganske

Drip, Drop Tiddle Top

Drip, drop tiddle top,

I woke up in the morning,

Drip drop tiddle top

On a nice spring day,

Drip drop tiddle top,

It was raining very lightly.

Drip drop tiddle top, so I went out to play

FIGURE 3-15. Seven-year-old Abigail's rain poem.

In kindergarten and first-grade classrooms morning messages are usually composed as a group so that students can benefit from teacher modeling. Many teachers in grades beyond these write a morning message on the chalkboard as a greeting to students when they arrive. These typically contain highlights of the upcoming day or logistical information about where to put homework or how to spend the before-school time. The message is a good place to highlight an interesting word that students will be exposed to that day. It is also an ideal spot to remind students of an unusual or important word from the previous day. For example, if E. B. White's *Charlotte's Web* is being read aloud, a natural beginning to the morning message might be:

*Dear Class*
*Salutations! Today we. . . .*

or

*Dear Class,*
*This is going to be a radiant day!*

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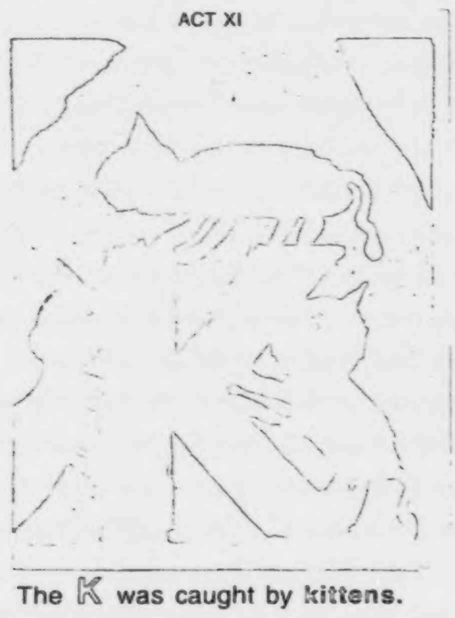
ACT XI
The K was caught by kittens.

**FIGURE 3-16.** Sample from a primary grade version of *The Z Was Zapped: An Alphabet Play in 26 Acts.*

I also like to foster an interest in words by modeling use of the dictionary. All too often, children are taught how to navigate the dictionary but fail to see it used for authentic purposes. Instead, assigned words are looked up, definitions copied, sentences devised, and the dictionary is placed back on the shelf. However, when a teacher regularly shows curiosity about a word in the read-aloud or one encountered elsewhere, students themselves begin to wonder and ask about new words they come upon. Regardless of the grade level, in addition to whatever student dictionaries may be available, it is a good idea to keep a collegiate dictionary in the classroom for questions about unusual words. Nicknamed "Big Red" by a former student, my collegiate dictionary was a welcome resource in the classroom and received considerable use.

## Words Have Histories Too

Because English is a living language, one that is changing, students of all ages enjoy hearing the stories behind some of the words. Few students have ever considered that words have histories, just like people and nations. The meaning of a word today may differ greatly from its original meaning. Most college and high school dictionaries include etymology in each dictionary entry. Here the word's history is traced back to its root and to the meaning of that root. Some dictionaries such as *The American Heritage Dictionary of the English Language*, have a special word history entry every few pages that describes in a paragraph just how a particular word came to have its present meaning.

Numerous wordbooks also provide this information. They sometimes have limited printings, so finding a certain one can be difficult. One of my favorites, which has gone out of print but is well worth seeking in used bookstores, is *Where in the Word: Extraordinary Stories behind 801 Ordinary Words* by David Muschell. The stories are written in a lively style and cover words from *dandelion* to *smorgasbord*. Two more readily available resources are *The Merriam-Webster New Book of Word Histories* and *Words Can Tell: A Book about Our Language* by Christina Ashton. The former contains the stories of 1500 words and claims to be "the most up-to-date concise history of English words and how they have evolved." Although the latter includes only over 50 words (such as, *salary, gossip, bangs, sirloin, coconut)*, it also contains an interesting section on how our language developed and is written in an easy-to-understand style. Figure 8-1 in Chapter 8 lists additional resources.

As a fifth-grade teacher, I always enjoyed sharing the story behind the word *school* with my students during the first week of class. After explaining that word meanings change over time just as people do, I would ask them to tell me what they thought *school* originally meant. Students often related the word to schools of fish and hypothesized that the meaning connection resulted from the fact that both deal with groups. As soon as I informed them that the word first meant *leisure*, laughter inevitably followed. I asked the students to explain how they thought this connection came about. Speculation soon produced an apt explanation: only well-to-do individuals with leisure time had the opportunity to attend school. Others had to work. This introduction to word histories succeeded in awakening the students' interests in words and caused them to view words as more than just letters and meaning units on a page.

Young students enjoy hearing the stories of words, too. I once watched a group of primary-age students spend their recess scouting around the playground for dandelions after they learned that *dandelion* means "tooth of lion" in French and that the plant is so called because its sharply indented leaves resemble a row of big teeth. Their shouts of "It REALLY does look like that!" drew in older students who were soon enlightened by the discovery.

Eponyms are words with special stories; they are named after people and places. *Guppies in Tuxedos: Funny Eponyms* by Marvin Terban includes the stories behind many common words (*sandwich, tuxedo, bikini, OK, America*, days of the week, and months of the year). This book also provides a list of additional resources on eponyms and word play.

## Playing with Words

### *Hink Pinks*

Using a short clue, students try to guess these two-word rhyming phrases. Depending on the students, easy (such as, unhappy father = sad dad) or more sophisticated clues and rhyming phrases (such as, pastel basin = pink sink, or breakable violin = brittle fiddle) may be used. Students love coming up with their own creations with which to challenge their classmates (and the adults). Bruce McMillan's photo-illustrated book, *One Sun: A Book of Terse Verse*, provides a good introduction to hink pinks. The terse verses are presented on facing pages—one with the rhyme, the other with an accompanying illustration. Although there are no clues, when using this book I like to show the photo to students, create my own clue, and then have them predict what the terse verse is before showing the text page. For example, for WET PET I might say damp dog, or for SMALL BALL I might say tiny sphere.

Hink pinks can be included as an option for the word study notebook. Using one of their words for the week in each rhyming pair, students try to come up with as many hink pinks as they can. A study of long and short *e* patterns might yield the following:

A wimpy high-pitched cry = weak squeak
A thin 13-year-old = lean teen
A true bargain = real steal
Head robber = chief thief
Finest exam = best test
Used penny = spent cent

Themes under study are another good source for hink pink creations. You may want to try your hand at the following hink pink related to the theme of this book: "a brief categorization of words." The solution appears at the end of the chapter.

## *Making Words*

Like word sorts, *Making Words* (Cunningham & Cunningham, 1992) engages children in an active, hands-on approach and reinforces their knowledge of spelling patterns. In the activity, learners make words using letter cards. The teacher chooses a word and provides students with its letters but does not disclose what the word is. Students begin by building words with just two letters, then three, and work up to a final word that uses all of the letters. It works well to use a theme-related word for this activity—author's name, character's name, topic being studied, a special word featured for the day, or the like. For example, the word *radiant* from *Charlotte's Web*, included in the morning message described earlier, could be reused here (see Figure 3-17).

The activity can be completed in a number of different formats—whole class, small group, cooperative groups, buddy-pairs, and independent. Each group or individual needs a set of letter cards. Modeling can be done using note-card–sized letters and a pocket chart. Or, if a piece of magnetic tape is attached to the back of each card (available at craft stores and teacher supply stores), the cards can be manipulated directly on most chalkboards. Older students like the challenge of discovering and making the new words; younger children may need to be told what words to make and given guidance in building them. Each new word is recorded on the board or in a personal notebook. Out of the seven letters in *radiant*, a group of second graders made fifteen other words—*at*, *an*, *it*, *in*, *ant*, *rat*, *ran*, *tin*, *tan*, *rid*, *rain*, *dart*, *dirt*, *train*, and *drain*.

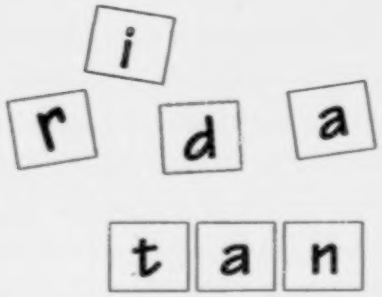

**FIGURE 3-17.** A making words activity, using the word *radiant.*

Much can be learned about students' word knowledge during this activity by observing their involvement and facility with relating patterns to sounds. As a follow-up, words from the completed list can be sorted by sound and/or pattern or can be used to read and spell rhyming words. For example, a teacher might ask: "*If rain is r-a-i-n, how is stain spelled?*" Proper nouns can easily be included in the word-making by simply writing the uppercase form of the letter on one side of each card and the lowercase on the other.

You may want to add making words to the list of word study activity options. Whether in small groups, with a partner, or independently, students usually enjoy selecting words from their weekly list and building words. The number of words chosen will depend on the complexity of the words. Students at the early stages may work with three or four; those at the upper stages may have their work cut out with just one or two. To add the element of mystery into the final word, buddies may choose their partners' words and write down the letters. A ready supply of blank letter cards should be kept for this activity; magnetic letters could be an option.

### *Camouflage*

This vocabulary-reinforcing and vocabulary-building activity (Cecil, 1994) is a favorite of older students, but I have used it successfully even with second graders. It was originally designed for individual oral responding. However, I also like to use the activity with cooperative teams and have students write their responses. Each team (or student) is given a different word to "smuggle" into a paragraph (or an oral response) that answers a specific question, such as *What do you like to do for fun? What time of year do you enjoy the most? Where is a fun place to visit? What food is your favorite?* or *Who is a special person in your life?* The words used for the activity should be *slightly* more difficult than words within the students' normal speaking vocabularies. The object is for each group to camouflage the special word so well that fellow students cannot guess it. Teams quickly learn that the best way to fool their classmates is to think of other advanced words to include in the response as distractions. This was the tactic used by a group of fourth graders when they attempted to conceal the word *satisfy* in their paragraph about a favorite food:

> Of all the different food groups, our favorite is vegetables. Although each veggie is tasty and very delicious, the one that seems to *satisfy* our appetites the most is corn. It is scrumptious! Try it.

When the paragraphs are completed, teams take turns reading aloud their paragraphs. After each reading, members of the other teams reach a consensus about what they think the hidden word is and share their decisions. If more teams fail to come up with the correct word than do guess it, the presenting group wins. This same procedure applies when the activity is carried out on an individual basis. Thus, there is no limit to how many groups (or individuals) can win.

## LOOKING AHEAD

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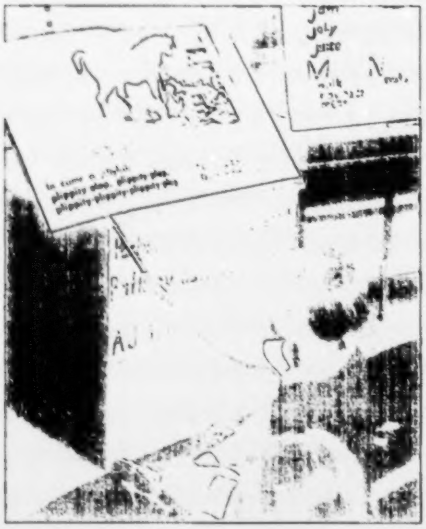
This chapter provides "how to" information. This same focus continues in Chapters 4 through 7, which address instructional considerations for the letter name, within word pattern, syllable juncture, and derivational constancy stages of spelling development. You will notice that the format is different. The chapters are designed as a practical resource, a guide that you can often refer to as you plan instruction for your students. When you're ready to teach a group of children about *r*-controlled vowels, you simply turn to that section in the within word pattern chapter (Chapter 5), read the accompanying information, and choose appropriate sorting contrasts from the charted information for your students. Page numbers for supplemental words that may be needed in the sort are indicated in a small gray box—first the targeted feature, then contrasting features in parentheses. If another group of children is ready for prefixes and suffixes, you turn to that part of the syllable juncture chapter (Chapter 6) to find support for teaching the feature. In this way you can plan timely instruction for all students.

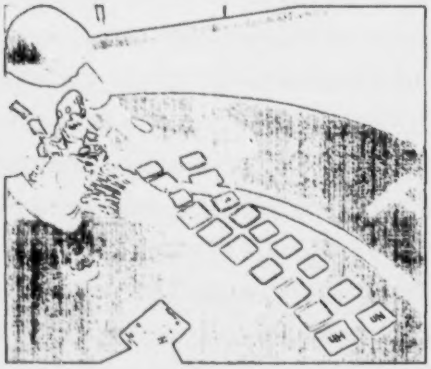
(Solution to the hink pink: a brief categorization of words = *a short sort*.)

## CHAPTER 4

# Letter Name Word Study



*A student tracks print in a big book.*



*A picture sort with initial consonant sounds.*

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### *Chapter at a Glance*

Literacy Development of Students at the Letter Name Stage: An Overview
Orthographic Features Explored
  Initial and Final Consonants: Feature A
  Initial Consonant Blends and Digraphs: Feature B
  Word Families and Short Vowels: Feature C
  Affricates: Feature D
  Final Consonant Blends and Digraphs, Including More Word Families: Feature E

◆

Early letter name spellers write words by representing only the most prominent sounds (K for *cat* and BP for *bump)*. However, as their concept of word stabilizes and they are able to accurately fingerpoint to memorized text as they read, they start to include a vowel in each stressed syllable (BODR for *butter* and TABL for *table*). As discussed in Chapter 1, a *letter-naming* strategy is used. Rather than choosing letters on the basis of letter-sound associations, children often base their decisions on the sound and feel of the letter's name. This accounts for spellings like JREP for *drip* and YAT for *wait*. As the latter word illustrates, letter name spellers tend to represent only the sounds they hear.

Because these novice spellers have just recently achieved a concept of word, their sight vocabularies (words they can recognize automatically) are limited. For this reason, pictures play a major role in word study activities at this stage. They enable children to increase their understandings about letters and sounds without being restricted by print. Words are used, but usually only when they are *known* (see Figure 4-3). Eventually, as students acquire a stronger sight vocabulary, words replace the pictures.

Instruction for letter name spelling concentrates on one-syllable words and addresses single consonants, blends, digraphs, and short vowels. During this stage, students learn to recognize the CVC (consonant–vowel–consonant) pattern as a short vowel signal. Whether the C stands for one consonant or more, when there is just one vowel in the middle, the vowel sound is usually short, as in *pat, let, bit, hot, cup* and *fast, tent, trick, clock, bump*.

Much of word study at this stage is approached through *onsets* and *rimes*. Onset refers to the initial element of a syllable—*mat*, *slug*, *chimp*—and rime to the vowel and any consonants that follow it—*mat*, *slug*, *chimp*. Onsets and rimes are the easiest units of sound for children to detect in single-syllable words (Treiman, 1992). Because they are less abstract for children than are individual phonemes (/sl/ + /ŭg/, rather than /s/ + /l/ + /ŭ/ +/g/), they are often used to help letter name spellers expand their knowledge of letter–sound relationships. Students enjoy putting onsets and rimes together to make words, and they can record the results in their word study notebooks. Small glazed tiles work well (see Figure 4-1); they can be written on with a permanent marker and are available at many teacher supply stores.

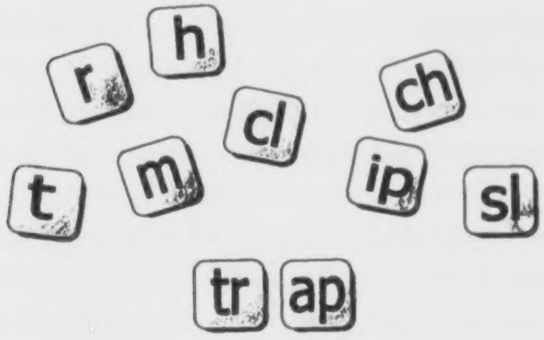


**FIGURE 4-1.** Making words with onset and rime letter tiles.

Children use their orthographic knowledge when they read and write. In order to become more skilled at both reading and writing, students need much support and many opportunities to exercise what they know. Poems, dictated experience stories, and pattern books provide support during reading, as do choral, echo, and partner-reading. Support in writing is chiefly given through the use of patterned stories and a helpful "scribe." When children write their own versions of a favorite pattern book, they have fewer words to figure out how to spell than when they write a completely new story. Teachers usually provide the repetitious part of the story on a handout so that students need only complete the phrases with personally chosen words to make their own story.

Story-writing based on personal experience or imagination is usually carried out as a joint venture. Students write part of the story and dictate the rest to a more experienced writer—teacher, student, or parent. This type of collaborative writing can also serve as a means for modeling how to write and spell words. The morning message affords an opportunity to involve the whole class in this. Students dictate possible sentences and share ideas about how they think words are spelled as the teacher refines their understandings and writes the sentence. Figure 4-2 shows the type of comments a teacher may use during the modeling. Payne and Schulman (1998) and McCarrier (1999) offer additional ideas for shared writing with kindergarten, first, and second graders.

## INITIAL AND FINAL CONSONANTS: FEATURE A

◇

Letter name word study begins with initial consonants. The sequence that follows takes into consideration letter frequency (initial and final word positions), shape, and sound. It is merely a suggested order. Children need to work with what they know, and the collection of known words in their word banks may dictate other possibilities. If you choose to use other letter contrasts, be sure to consider possible shape and sound confusions.

- "Jenna would like our first sentence to be *Today is our play*. Let's all say the first word—*Today*. Who can tell me how that word starts—*t-t-today*?"
- "Good, Mia, *today* does begin with a *t*, a capital *T*, because it's the first word in the sentence [writes *T*]. And you're right, Devan, the little word to is part of this word, so the next letter is an o [writes o]. *Today, d-d-day*. What does the *day* part start with?"
- "Dana and Darrell, you both said it—*d*. *Day* starts with the same letter as ***Darrell*** and ***Dana*** [writes *d*]. Good going! *Today, a-a*. What sound do we hear at the end of *today*?"
- "You're right, Keisha. It is an *a*—*Today* [writes *a*]. Those are all the sounds we hear, but there is also a *y* after the *a* that I'm going to add on [includes the *y* and points to the word *today* while reading it].
- "Now how about *is*? Can anyone spell ***is***, *i-is* for me? Good remembering. *Is* was in our sentence yesterday, and it's spelled *i-s* [writes the word]. We now have *Today is* [points to each word]. What about *our*? This word is kind of tricky. Does anyone know how to spell *our*? [No one volunteers.] It starts with *ou* [writes ou]. Listen to the ending—*ourr*. Say it with me now—*ourr*. What letter makes that sound?"
- "That's right. Wow! A lot of you knew that. It is an *r* [writes the *r*, then points to each word and reads it]. Our last word in the sentence is *play*. Let's say it together—*play*. What sound do you hear at the beginning of ***p-p**-play*?"
- "Good job, Tony. *Play* does start with *p* [writes *p*]. What comes after the *p*? Listen carefully and say it with me—*pl-ay, pl-ay*?"
- "Yes, there is another *a*, Katie, but before I write it, I'm going to put a line, because there's one more letter before the *a* [draws a short line after the *p* and then writes *a*]. *Pl-ay, play*. That's right, Jeremy, we need an *l* where the blank is [writes the *l*, erases the blank, then says '*p-l-a*']. And just like we did with *today*, I'm going to add a *y*, because *today* and *play* rhyme with each other [writes a *y*, and adds a period]. Now let's read the sentence together as I point to the words—*Today is our play*. What else should we write? Does someone have another sentence?" Modeling continues with another sentence.

**FIGURE 4-2.** Teacher modeling of writing during the morning message.

Initially, it is best to avoid letter combinations that physically resemble each other (*m, n; b, d, p, q;* and *f, t*) as well as those that have similar sounds (*g, j; c, s, z; d, t; b, p; f, v*; and *w, y*). After such letters have been examined separately, they can be studied as a group. The letter *x* has been omitted from the suggested sequence, because the letters *ex-* generally produce the "eks" sound, and *x* as a beginning consonant nearly always has the sound of /z/, as in *xylophone*. *Q* is introduced here but is examined in greater depth as a complex consonant in Chapter 5.

**Words:**
**pp. 201–203**

| | | | |
|---|---|---|---|
| ***Bb***<br>bat | ***Mm***<br>man | ***Ss***<br>sun | |
| ***Bb***<br>bed | ***Mm***<br>mug | ***Ss***<br>sad | ***Rr***<br>rat |
| ***Tt***<br>top | ***Nn***<br>nut | ***Pp***<br>pig | |
| ***Tt***<br>ten | ***Nn***<br>nap | ***Pp***<br>pan | ***Gg***<br>gas |
| ***Dd***<br>dig | ***Hh***<br>hat | ***Ll***<br>leg | |
| ***Dd***<br>dog | ***Hh***<br>hug | ***Ll***<br>lip | ***Cc***<br>can |
| ***Ff***<br>fox | ***Ws***<br>wet | ***Jj***<br>jog | |
| ***Ff***<br>fan | ***Ws***<br>web | ***Jj***<br>jug | ***Kk***<br>king |
| ***Yy***<br>yes | ***Vv***<br>van | ***Zz***<br>zip | ***Qq***<br>queen |

Although two different sorts are suggested for all but the last consonant group shown in the chart, many students may be able to handle four letters at a time; others may do better with just two. It is unlikely that letter name spellers will need to examine all of the consonants in all of the groups. Adjustments should be made where necessary. Final consonants are not likely to require a systematic study, but when they do, the same basic sequence as that for initial consonants may be used. When students are ready for exceptions, you may want to consider including a letter from the next contrast in the sort (such as a picture of a *rake* when exploring *B*, *M*, and *S*).

Because pictures are used extensively at this stage, let's take a look at how a "picture walk" with *b*, *m*, *s*, and *r* might progress. Other feature studies with pictures would be approached in a similar way.

The modeling procedure for a picture walk is basically the same as that described in Chapter 3. Pictures, too, should be identified before the children begin to work with them. What may be perceived as a hill in one region of the country, may be considered a mountain elsewhere. Likewise, a picture construed by one child as a mat may be viewed as a futon by another. Problem pictures can be eliminated, or children may be allowed to categorize them in the oddball category if they don't fit the sounds being compared. Once the pictures have been recognized and any special words discussed, you are ready to begin the sort. If you are building on letters from the previous week (for example, *b*, *m*, and *s*), you may want to ask the students to recall these letters. Then continue as follows:

1. Head the columns with letter cards for each of the sounds (see Figure 4-3). Both uppercase and lowercase forms of the letters should be used in the early part of this stage. Choose a key picture card for each sound. As you put the picture cards down under their corresponding letters, say the name of the letter and the pic-

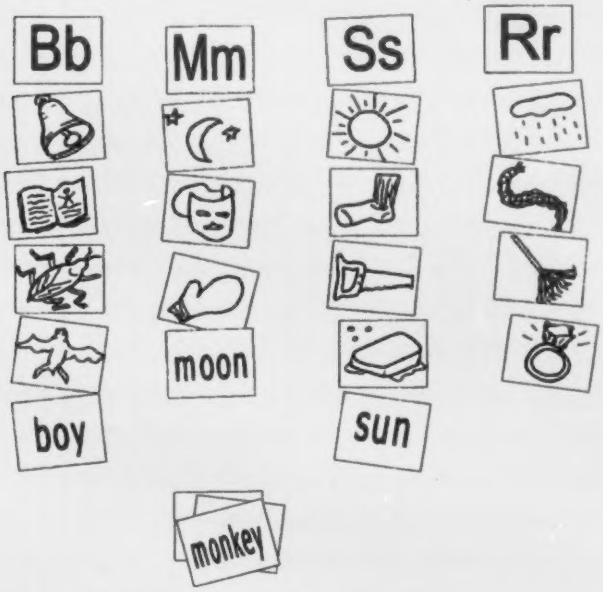


**FIGURE 4-3.** *B, M, S, R* picture sort with known words at the bottom.

ture, stretching out the sound for emphasis (*B—bbell*, *M—mmmoon*, *S—sssun*, and *R—rrrain*).

2. Shuffle the remaining cards and say something like "We're going to listen carefully to the sound at the beginning of these words, so that we can decide which group to put them in. Watch me; I'm going to do a few, and then I want you to help with the rest. *Mmmask* begins like *mmmoon*, so I'm going to put it under the *m* and the picture of the moon. *Bbook* starts like *bbell*, so I'll put it here under the *b* and the bell picture." The amount of modeling needed will depend on your students. As soon as they catch on, invite them to take a turn. When a mistake occurs, correct it by moving it and saying something like "*Rrrope* goes under *rain* because it starts with an *r*."
3. When all of the cards have been sorted, ask the students to tell you how all of the words are alike in each column.
4. Before sending the students back to their desks, have them individually practice the sort with their sets of cards, or do the practice in the game-like fashion described in Chapter 3. When students finish sorting, have them name the pictures in each column as a self-check to see if they are sorted correctly. If there are misplaced cards that are not detected, tell the student(s) how many, and see if they can find them. If further guidance is needed, tell them the column location.

Word bank words may also be included in the group sort if everyone can identify them. Because the children have probably been engaged in similar reading experi-

**Literature Links**

Collins, B. (1993). *Six sick sheep: 101 tongue twisters*. New York: Morrow. This book of tongue tanglers is geared towards 5– to 7–year-olds.

Lobel, A. (1994). *Away from home*. New York: Greenwillow. An alphabet book that uses the repeated format of *child's name, action, location*, to describe children's travels around the world. For example, "Paul painted in Paris."

Rosenbloom, J. (1999). *The tongue twisters*. New York: Sterling. An A to Z book filled with hundreds of wacky rhymes, phrases, and sentences for ages 9 to 12.

Schwartz, A. (1972). *A twister of twists, a tangler of tongues*. New York: Harper & Row. Guaranteed to give students' tongues a workout; this book has long been a favorite of all ages.

**FIGURE 4-4.** Books that repeat initial consonant sounds.

ences, their banks of sight words are likely to contain some common words. For example, prior to this sort they may have read easy pattern books like *The Bicycle* (Cowley) and *Sunshine, Moonshine* (Armstrong) and added words like *boy*, *bear*, *bicycle*, *sun*, and *moon* to their word banks. Or, if appropriate, while exploring *b*, *m*, *s*, and *r*, students may concurrently be reading *Monkey See, Monkey Do* by Marc Gave, a pattern book that includes numerous words with the target letters. Known words may be included in the initial sort or saved for later in the week. Rather than moving back and forth between pictures and words, I recommend saving the shuffled word cards for the end of the sort, as shown in Figure 4-3.

Tongue twisters are an enjoyable way to reinforce students' understanding of initial consonants. After hearing a few read aloud (see Figure 4-4), students are usually eager to write their own, using the consonants they've been studying. They dictate the sentences and provide the spelling for the initial consonant and any other sounds they hear, and an older student or the teacher fills in the missing parts. The sentences can be rewritten on chart paper or sentence strips for later rereading. Children love letting alliterative phrases like the following "trip" off their tongues:

> Bored Baby Bobby blew big bubbles,
> Many maids madly mopped muffin messes,
> Seven silly sailors sent soldiers some salami,
> Red robots rattled round rough roads.

## INITIAL CONSONANT BLENDS AND DIGRAPHS: FEATURE B

◇

Blends are consonant units made up of two-letter or three-letter sequences (only two-letter sequences are dealt with at this stage). In two-consonant blends, each of the consonants is heard as the blend is said. For example, say and listen to the word *spot* (/s/ +

**Words:**
**p. 204**
**(pp. 201–203)**

## Digraphs

| | | | |
|---|---|---|---|
| ***s***<br>sit | ***h***<br>hop | ***sh***<br>shop | |
| ***c***<br>cup | ***h***<br>hit | ***ch***<br>chin | |
| ***t***<br>tap | ***h***<br>hot | ***th***<br>think | |
| ***sh***<br>ship | ***ch***<br>chip | ***th***<br>them | |
| ***w***<br>wag | ***h***<br>him | ***wh***<br>whip | |

## S-Blends

| | | | |
|---|---|---|---|
| ***s***<br>sat | ***t***<br>tub | ***st***<br>stop | |
| ***s***<br>sub | ***p***<br>pen | ***sp***<br>spin | |
| ***st***<br>step | ***sp***<br>spin | ***sk***<br>skin | ***sn***<br>snap |
| ***sc***<br>scab | ***sm***<br>smell | ***sl***<br>sled | ***sw***<br>swim |

## L-Blends

| | | | |
|---|---|---|---|
| ***sl***<br>slip | ***fl***<br>flag | ***pl***<br>plug | |
| ***bl***<br>blob | ***cl***<br>clap | ***fl***<br>flip | ***gl***<br>glad |

## R-Blends

| | | | |
|---|---|---|---|
| ***cl***<br>clam | ***fl***<br>flat | ***cr***<br>crib | ***fr***<br>frog |
| ***cr***<br>crab | ***br***<br>brag | ***gr***<br>grab | ***pr***<br>prop |
| ***d***<br>dot | ***r***<br>ran | ***dr***<br>drum | |
| ***t***<br>tan | ***r***<br>rub | ***tr***<br>trap | |
| ***dr***<br>drag | ***tr***<br>trip | ***br***<br>brush | ***gr***<br>grass |

/p/ + /ŏt/). By contrast, consonant digraphs make just one sound, often a new sound (/ch/ and /sh/. Initial consonant blends and digraphs may be studied together. Some teachers prefer to start with blends because known consonant sounds can be discerned in them; others prefer digraphs because they produce a single sound just like the consonants recently studied. Regardless of which is chosen, it is a good idea to contrast the blend or digraph with its initial consonant counterpart (*s*, *sh* or *s*, *st*). The second consonant that makes up the blend or digraph may also be included (*s*, *h*, *sh*). It is not necessary to break every blend or digraph down into its component parts for comparison. Observe your students; if they're catching on to the process, introduce two or three new blends at a time. If they seem to be having difficulty, continue to use the single consonant(s) and the blend.

S-blends are a good starting point for the study of blends, because their sounds are somewhat easier to isolate and stretch out during the blending. Be sure to model the process for students, using a rime the children know—"sssssnnnnaap." It's helpful to use words that remain real words when the additional blend letter is dropped (*snap/nap*, *scat/cat*, *spit/pit*, *spin/pin*, *spot/pot*, *stop/top*, *stub/tub*, *brag/rag*, *clip/lip*). That way you can highlight the difference the blend makes in their sound. Also, show students the difference. Write *snap* on the board and ask them what part you should erase to change the word into "nap." The process of blending is easy for some, more difficult for others. You may find it helpful to use a visual. I've often sketched a slide on the chalkboard and written the letters of the word going down it. As I orally blend the letters of the onset (*sn*) and move into the rime of the word (*ap*), I move my hand down the corresponding portion of the slide.

When working with digraphs, reserve *wh* for last. A limited number of one-syllable words begin with *wh*, and it is difficult (even for many adults) to discern a difference in sound between *wh* and *w*.

The study of blends and digraphs can easily be interwoven with the study of word families and will expand the number of words that can be used for that feature study. For literature links, see Figure 4-5.

## WORD FAMILIES AND SHORT VOWELS: FEATURE C

◇

*Word families* are groups of words that share a common rime. Because the words *flap*, *cap*, *snap*, and *strap* all have the *ap* rime, they are part of the *ap* word family. Rimes like *ap* that are found in many words are known as *phonograms*. There are many phonograms. The 37 most common are listed in the "rhyme time" activity in Chapter 3.

Phonograms and word families are a good way to gradually introduce students to short vowels. Because the words differ only in their onsets, word cards can be used in place of pictures. Once students can read a phonogram, they can apply their knowledge of consonants to read many words in the family. Johnston (1999) suggests introducing students to word families with the same vowel after children are fairly secure in their knowledge of initial and final consonants. Because rimes are used, the focus is not on the the vowel, and students can rely on their knowledge of consonants for reading and sorting words. As understandings about blends and digraphs develop, the families can be ex-

## Literature Links

Although most books have words with blends and digraphs, here are a few selections that students and I have especially enjoyed.

*Blends*

Cutting, B., & Cutting, J. (1996). *Are you a ladybug?* Bothell, WA: Wright. This is the easiest of the three books listed for s-blends and, as its title suggests, employs a question-and-answer format. It includes words with *sn, sl, sp* and *s*. Its fine illustrations are an added plus.

Gelman, G. (1977). *More spaghetti, I say!* New York: Scholastic. This is the most challenging of the three books with s-blends, but is sure to excite young readers with its "'More spaghetti, I say! I love it! I love it. I love it. I do. I love it so much!' 'More than me?' 'More than you.'" Such an attitude is sure to spell problems with a friend, and it does. *St, sp, sl, sk,* and *s* are included. This book also has numerous words with *th*.

Preller, J. (1994). *Wake me in spring*. New York: Scholastic. Bear is ready to hibernate, and Mouse is sad that he won't see him for a while. The text, which is repetitive and rhyming, highlights the *sl, sn, st, sk* blends and the contrasting consonant *s*.

Cowley, J. (1998). *The scrubbing machine*. Bothell, WA: Wright. This story features the popular Mrs. Wishy-Washy who rents a machine to clean her house. The machine works so well it cleans *everything* in its path. This book supports the study of *l*-blends and *r*-blends (*dr* and *tr*).

*Digraphs*

Cowley, J. (1998). *Dishy-washy*. Bothell, WA: Wright. All chaos breaks out when Mr. Wishy-Washy sets out to wash the dishes. Although the /sh/ sound abounds in this easy text, it is either at the end or in the middle of the word.

Milgrim, D. (1994). *Why Benny barks*. New York: Random House. This is a story many readers will relate to—what is it that makes dogs bark, sometimes incessantly? It includes words with the *wh* digraph and its phoneme components. It also provides a good review of the consonants *b, m,* and *s*. Although it does employ rhyme, this is a fairly challenging book.

Shaw, N. (1991). *Sheep in a shop*. New York: Houghton Mifflin. Sheep go shopping and find so many things they like that to pay the bill they clip their wool. This story is strong on rhyme. Although few different *sh* words are used, they are used often. There are other books in this series.

Bacmeister, R. (1988). Galoshes. In *Sing a song of popcorn: Every child's book of poems*. New York: Scholastic. This ever-popular poem about Susie's "galoshes" that make "splishes and sploshes" emphasizes the /sh/ sound. It also includes several *s*-blend words.

**FIGURE 4-5.** Consonant blends and digraphs.

panded to include words with these as well. As always, be sensitive to students' needs so that you will know if you should pick up the pace or slow it down. Add, delete, or consolidate sorts as needed.

There is no best vowel with which to begin. Have students thoroughly examine the various phonograms associated with whatever vowel is chosen. Word families that highlight short *a* are listed first below. If you begin with *a*, the *at* family is a good choice. It is common and will therefore appear in much of the text the children are reading. Alice Cameron's *The Cat Sat on the Mat* provides a good introduction. (See Figure 4-6 for other literature connections.) The book can be read aloud and then reread with choral or echo reading. As a follow-up, students can find and record *at* words from the story. These can be displayed on charts to be compared to other families of words and added to the children's individual word banks.

**Words:**
**p. 205**

**Word Family Study—Same Vowel**

| | | | |
|---|---|---|---|
| ***at*** | | | |
| fat | | | |
| ***at*** | ***an*** | | |
| bat | can | | |
| ***ad*** | ***ag*** | ***ap*** | |
| sad | tag | cap | |
| ***it*** | ***in*** | ***ip*** | ***ig*** |
| kit | win | lip | pig |
| ***ob*** | ***op*** | ***ot*** | |
| rob | hop | not | |
| ***ed*** | ***en*** | ***et*** | |
| red | ten | pet | |
| ***ub*** | ***ug*** | ***un*** | ***ut*** |
| rub | bug | fun | cut |

When students begin to examine word families across different vowels, as in the following group of contrasts, the focus shifts from the rime to the short vowel.

**Word Family Study—Different Vowels**

| | | | |
|---|---|---|---|
| ***ap*** | ***ip*** | ***op*** | |
| cap | dip | top | |
| ***at*** | ***et*** | ***ot*** | |
| cat | get | hot | |
| ***ag*** | ***ig*** | ***og*** | ***ug*** |
| tag | wig | jog | rug |
| ***an*** | ***en*** | ***in*** | ***un*** |
| fan | men | pin | run |

## Literature Links

*Word Families*

Foster, K., & Erickson, G. (1991). *The bug club*. Hauppauge, NY: Barron's. ug. Bugs are definitely on the move in this story.

Foster, K., & Erickson, G. (1991). *The sled surprise*. Hauppauge, NY: Barron's. ed. Two kids build an unusual sled.

Gregorich, B. (1996). *Jog, Frog, jog*. Grand Haven, MI: School Zone. og. A dog takes the pleasure out of Frog's jog.

Wildsmith, B. (1982). *Cat on the mat*. New York: Oxford University Press. at. Several animals join a cat on a mat until it becomes crowded and the cat chases them away.

*Short Vowels*

Coxe, M. (1996). *Cat traps*. New York: Random House. A cat tries getting a snack by setting traps. All short vowels are represented.

Foster, K., & Erickson, G. (1993). *What a day for flying*. Hauppauge, NY: Barron's. A cat and a fish are hot-air ballooning when the cat's hat blows off. This book has numerous representations for each of the short vowels.

**FIGURE 4-6.** Word families and short vowels.

After working with phonograms that end in a single consonant, students may be ready to try those that end in a blend or digraph, such as *ack*, *ick*, *ock*, and *ang*, *ing*, *ung*. Suggested contrasts and supplemental word lists for these rimes are included in the "Final Consonant Blends and Digraphs" section. Flip books like the one shown in Figure 4-7 are easy for students to make and reinforce children's knowledge of phonograms.

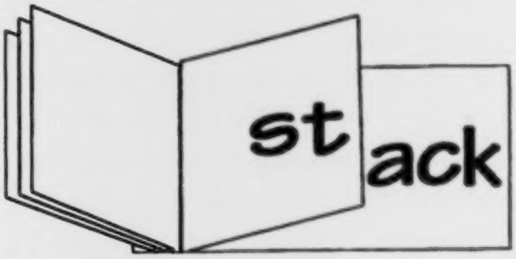


**FIGURE 4-7.** A flip book for the *ack* word family.

**Short Vowels**

Compare short *a* and short *i* words.

Compare short e and short o words.

Compare words with short *a*, short *i*, and short *u*.

Continue to examine short vowels, comparing two or three at a time. Gradually, create sorts that contain the more difficult contrasts of *a/e*, *e/i*, *i/o*, and *o/u*. If desired, use pictures as well as words in the sorts. When students are ready for an added challenge, include an oddball like *was* or *fur*.

**Words:**
**pp. 206–207**

To extend students' understanding of short vowels, return to words that have different phonograms but the same vowel, such as *at, an, ag,* and *ap.* Have the children sort the words into families and then collapse the families into a single category. Read through the list of words together, and have the students take note of what the words have in common. If their comments do not include something like "the /ă/ sound," isolate the vowel sound in several words by separating off one word element at a time, beginning with the onset and moving on to the final consonant: *fat* → *at* → *a*, *clap* → *ap* → *a*, and *bag* → *ag* → *a*. Do the same with another contrasting vowel, and then compare words with the two vowels as in Figure 4-8. Avoid contrasting easily confused vowels initially—*a/e, e/i, i/o, o/u*—but do work up to these. Blind sorts (discussed in Chapter 3) can be incorporated into short vowel work so that students attend to sound as well as to visual cues.

## AFFRICATES: FEATURE D

◇

| | | | |
|---|---|---|---|
| ***dr*** | ***d*** | ***j*** | |
| drop | dog | jug | |
| ***ch*** | ***h*** | ***tr*** | ***t*** |
| chap | had | trap | ten |
| ***ch*** | ***dr*** | ***tr*** | ***j*** |
| chip | drag | trip | jog |

**Words:**
**pp. 201–204**

Single consonants, blends, and digraphs that can produce an affricate sound (*g, j,* letter name *h, dr, tr,* and *ch*) have been included in the sections on "Initial and Final Consonants" and "Initial Consonant Blends and Digraphs." A review is included here for students who are still confusing them and would benefit from further reinforcement of this feature. Pictures may supplement the words used. For literature links, refer to Figure 4-5.

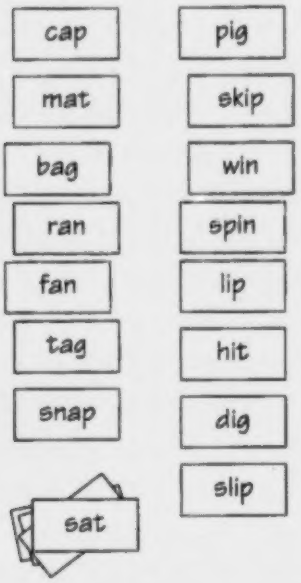


**FIGURE 4-8.** Short *a* and short *i* sort.

## FINAL CONSONANT BLENDS AND DIGRAPHS, INCLUDING MORE WORD FAMILIES: FEATURE E

◇

Most of the suggested contrasts for this feature focus on the final blend or digraph, not on specific rimes. If you wish to begin with rimes, you can have students examine the word families first (*ash*, *ish*, *ush*), and then collapse them into the final element (*sh*), as was done with short vowels. Rimes with final *ck* are among the word families introduced during this feature; it is again featured at the within word pattern stage under "Complex Consonants" because it is often confused with other /k/ endings.

Consonant blends and digraphs with an *m* or *n* preceding the final consonant are especially difficult for students—*bump* and *land*. As noted in Chapter 1, the sound of these preconsonantal nasals is obscured by the consonant that follows, making it easy for novice spellers to overlook them in their spelling. It is usually not until the end of the letter name stage that students begin to consistently include nasals before another consonant. For literature links, see Figure 4-9.

**Digraphs**

| | | | |
|---|---|---|---|
| ***ch*** | ***th*** | ***sh*** | |
| much | bath | dash | |

**Blends**

| | | | |
|---|---|---|---|
| ***t*** | ***st*** | ***ft*** | |
| mat | best | raft | |
| ***m*** | ***p*** | ***mp*** | |
| hum | dip | lamp | |
| ***d*** | ***t*** | ***nd*** | ***nt*** |
| kid | pet | hand | rent |
| ***mp*** | ***nt*** | ***nd*** | ***st*** |
| pump | dent | sand | list |

**Word Families Ending in Two Consonants**

| | | | |
|---|---|---|---|
| ***ack*** | ***ick*** | | |
| sack | kick | | |
| ***eck*** | ***ock*** | ***uck*** | |
| neck | rock | duck | |
| ***ang*** | ***ing*** | ***ong*** | ***ung*** |
| bang | king | song | hung |
| ***ank*** | ***ink*** | ***unk*** | |
| bank | pink | junk | |
| ***all*** | ***ell*** | ***ill*** | |
| ball | tell | hill | |

**Words:**
**pp. 208–209**
**(pp. 201–203)**

## Literature Links

*Final Blends and Digraphs*

Hoff, S. (1992). *Stanley*. New York: HarperCollins Children's Books. The other cavemen are skeptical of Stanley's interests in art and plants, but when he builds himself a house, they change their minds. This book has 64 pages, each with 1 to 4 lines. It includes many words with the preconsonantal nasal *n*.

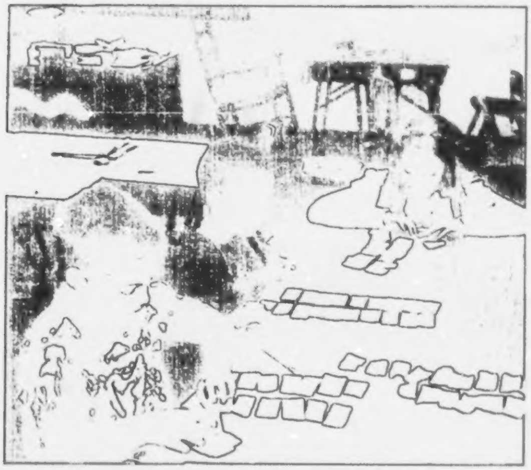
Most, B. (1992). *There's an ant in Anthony*. New York: Morrow. Anthony goes in search of other words with *ant* once he finds it in his name. 32 pages.

**FIGURE 4-9.** Final consonant blends and digraphs.

CHAPTER 5

◇

# Within Word Pattern Word Study



*Students practice sorting their words by pattern.*

***Chapter at a Glance***

Literacy Development of Students at the Within Word Pattern Stage: An Overview
Orthographic Features Explored
  Long Vowels with VC*e*: Feature F
  *R*-Controlled Vowels: Feature G
  Other Common Long Vowel Patterns: Feature H
  Complex Consonants: Feature I
  Abstract Vowels: Feature J
  Sounds of the *ed* Inflectional Ending
  Homophones
  Contractions

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◇

As a result of their increased orthographic knowledge and additional experiences with print, students at the within word pattern stage of spelling development are usually well on their way to becoming fluent readers and writers. While letter name spellers are likely to read only about 50 words per minute, students at the within word pattern stage typically read close to 100. They read in a phrased way, often silently. Children frequently find the newly opened world of chapter books particularly engaging and read for longer sustained periods, following the adventures of their favorite character. Writing, too, is less taxing. Students write words with greater ease and are able to channel more effort into expressing their ideas.

As discussed in Chapter 1, there are also changes in spelling strategy at the within word pattern stage. Sound is no longer perceived as *the* source of information for spelling words. Rather, students' growing sight vocabularies call into question their previously held notions about how the spelling system works. They realize that *plate* is associated with the spelling *p-l-a-t-e*, not PLAT, and bridge, with *b-r-i-d-g-e*, not BRIJ. By the within word pattern stage, students have a fairly firm grasp of the use of short vowels in single-syllable words. However, other types of vowels, particularly long vowels, and complex consonants present new challenges that must be sorted out.

Many of the pattern complexities encountered at this stage result from the fact that English is a cosmopolitan language, a language shaped by many other languages. One of the strongest influences on the patterns of our language was the Norman French conquest of England in 1066. During the years following the invasion, there was a tremendous influx of French vocabulary into the existing English language. Estimates suggest that approximately 40 percent of modern-day English has French origins. Merging of the two languages led to various spelling and pronunciation changes that so altered Old English that it became a new language—Middle English. Numerous vowel patterns were added, including *oi*, *oy*, *ou*, *au*, *ie*, and *ee*, and pronunciation of particular patterns sometimes varied from word to word, as in *sneak*, *head*, and *great*. Scribes of the time also contributed changes. For example, in order to eliminate confusions related to the use of the letter *u*, which was identical to *v* and if doubled formed *w*, scribes often substituted an *o* in words where the /ŭ/ sound was followed by a *v* or the graphically similar *n* and *m* (Scragg, 1974). This explains unusual spellings like *come, some, son, ton, dove, love, shove*.

Despite the complex nature of English spelling patterns, within word pattern spellers do learn to master their use in single-syllable words, a prerequisite for study at later stages. Instruction at the within word pattern stage focuses on long vowel patterns, *r*-controlled patterns, abstract vowel patterns, and complex consonants. Words are sorted by sound and pattern, and pattern is linked to meaning as students explore homophones and the *ed* past tense meaning unit.

To assist students' reading of polysyllabic words, you can take a few minutes several times a week to engage the whole class in reading a few "whoppers." Although some students in the group may have automatic recognition of the words and others may be just starting to read, everyone will soon feel they have something to contribute to the solving of these word mysteries. Write a two-syllable word on the board (or a longer word when students are ready), like *fever*, *sideways*, or *hammock*. The current read-aloud is a good source for words. Next, model how to break the word into chunks in order to recognize known parts. Vary the complexity of the word elements you highlight—the sound of a single consonant, a vowel pattern, or a meaning unit (such as a prefix or suffix). Whenever possible, draw an analogy between the new word and a known word. For example, you might call students' attention to the recognizable word *ham* in *hammock* and then go on to point out that *ock* produces the same sound in *lock* and *block*. Since *m* is pronounced as /m/, the last part of the word must be *mock*—*ham-mock*. Students enjoy the challenge of reading bigger words and the sense of accomplishment that accompanies recognition.

## LONG VOWELS WITH VC*e*: FEATURE F

◇

| | | | |
|---|---|---|---|
| *a* | *a*Ce | | |
| can | cane | | |
| *a* | *a*Ce | | ? |
| mask | flake | | car, have |
| *i* | *i*Ce | | |
| wig | line | | |
| *i* | *i*Ce | | ? |
| him | prize | | give |
| *a* | *i* | *a*Ce | *i*Ce |
| crash | dish | gate | pipe |
| o | oCe | | |
| spot | globe | | |
| o | oCe | | ? |
| trot | broke | | from, done |
| *u* | *u*Ce | | |
| plus | cube | | |
| o | *u* | oCe | *u*Ce |
| shop | dust | cone | use |

**Words:**
**p. 213**
**(pp. 206–207)**

Vowel–consonant–*e* (VC*e*) is the easiest of the features examined at this stage. Most students quickly realize that adding a silent *e* to the end of a CVC pattern makes the vowel say its name (*mad* versus *made*), in other words, changes it to a long vowel. Introduce the feature with pictures that contrast the long and short sounds of a particular vowel. If you don't plan to have students spell the words at week's end, you can

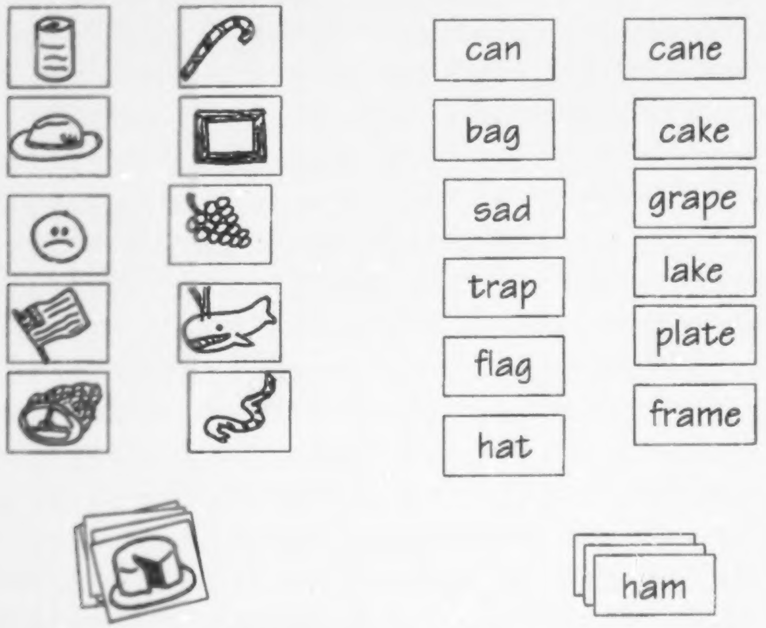

**FIGURE 5-1.** Comparing short and long *a*: Sorting by sound and then by pattern.

include pictures with several different patterns in the long vowel category. If accurate spelling is an expectation, I recommend limiting the long vowel pictures to those with a V*Ce* pattern and moving from the picture sound sort directly to a pattern sort with words, as shown in Figure 5-1. The initial use of pictures helps children discriminate the two sounds. Keep in mind that you want students to use visual cues but not to rely too much on the patterns they see, and the *e*-marker is a strong visual cue. Unless students can clearly differentiate the sounds of long and short vowels, they may attend primarily to visual differences in the words and fail to associate the sound with the pattern. As previously discussed, such students are likely to seem adept at categorizing their words (a task they accomplish by merely looking to see which words have a final *e* and which do not), but demonstrate little transfer to writing. Because the sound–pattern connection was never really made, the absence of the visual cue during writing leaves the student at a loss. The blind sorts discussed earlier help learners maintain a balance between pattern and sound; the use of pictures and the inclusion of an exception or two are also helpful (see Figure 5-2).

You will notice the absence of a long and short *e* contrast in the sequence above. In single-syllable words, *e*C*e* words are rare. Other long *e* patterns are addressed in the section on "Other Common Long Vowel Patterns." Literature links for this spelling feature are listed in Figure 5-3.

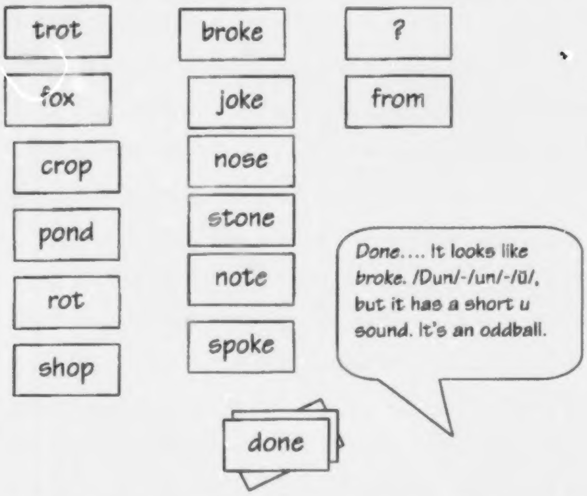
trot
fox
crop
pond
rot
shop
broke
joke
nose
stone
note
spoke
?
from
done
Done.... It looks like broke. /Dun/-/un/-/ŭ/, but it has a short u sound. It's an oddball.

**FIGURE 5-2.** Short and long *o* word sort that includes exceptions.

---

### Literature Links

Most books that are accessible to early within word pattern spellers contain a variety of long and short vowel patterns. The two titles listed below highlight short vowels and the VCe long vowel pattern.

Marshall, E. (1981). *Three by the sea.* New York: Puffin. While at the beach, three kids try to tell the most interesting story. Each story, which features a cat and a rat, is better than the last. This short chapter book includes numerous examples for each of the short vowels, as well as a few for the VCe pattern.

Hoban, L. (1981). *Arthur's Funny Money.* New York: HarperCollins. Arthur needs to earn money to buy a T-shirt and cap, so he washes bikes. Violet needs help learning how to use math, so they work together. This book includes many words with *a*Ce and *i*Ce, as well a few with oCe. There are several short vowel examples for *a*, *i*, and *o* also.

---

**FIGURE 5-3.** Short vowels and VC*e*.

## *R*-CONTROLLED VOWELS: FEATURE G

### With Short Vowel Patterns

| | | | |
|---|---|---|---|
| *a*<br>dash | *aCe*<br>plate | *ar*<br>card | *?*<br>warm |
| *i*<br>clip | *iCe*<br>dime | *ir*<br>bird | |
| *o*<br>blob | *oCe*<br>poke | *or*<br>horn | *?*<br>your |
| *u*<br>club | *uCe*<br>tube | *ur*<br>burp | |
| *ar*<br>dark | *or*<br>fork | *ir*<br>dirt | *er*<br>her |

**Words:**
**p. 214**
**(pp. 206–207,**
**213)**

*R*-controlled (or -influenced) vowel patterns are the source of numerous spelling errors. Some of students' difficulties stem from the fact that the /r/ sound includes a vowel. As a result, spellers sometimes omit the vowel in words like *bird* and *girl*—BRD and GRL—even though they include vowels in other words. Students also confuse the different patterns, especially *er*, *ir*, and *ur*, which sound alike (SKURT for *skirt*). Reversed letter order is another type of problem (for example, FRIST for *first*). Incorrect spellings of this type may look right to students because of the many *r*-blend words they are accustomed to seeing in print.

You can help students catch mistakes by making them more conscious of how the reversed letter order affects the word's pronunciation. Choose an *r*-controlled word, like *bark*, from the list of paired words below, and write it on the chalkboard. Then have students analyze its sounds—*bark* → *ark* → *ar*. Do the same with the blend + vowel word—*brat* → *at* → *a*. Discuss and compare the results. Encourage students to proofread spellings that involve *r* to be sure they've written what they intended.

| | | | | |
|---|---|---|---|---|
| bark/brat | perk/press | bird/brim | corn/crop | burn/brush |
| dart/drat | term/trend | girl/grid | torn/trot | curd/crud |

The series of contrasts outlined above assumes that students have had experiences with the VC*e* feature (F). The sequence could also include a contrast of short *e* and *er*, if desired. Teachers sometimes introduce this feature by sending students on a search for words with vowel + *r*. Each new word is written on a blank word card. Once students are through hunting (in books and stories in progress, on charts and bulletin board captions, and so on), they do an open sort with the cards to see what they can discover. Findings are shared and discussed. Students should realize that vowels are influenced by the "bossy *r*." Depending on the words they gather, students may also notice that different patterns produce the same sound—*her*, *girl*, *turn*.

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## With Long Vowel Patterns

| | | | | |
|---|---|---|---|---|
| *ar* | *oCe* | *ai* | *are* | ? |
| arm | take | rain | care | where, are |
| *ar* | *ore* | *ai* | *air* | ? |
| smart | shore | trail | air | worn |
| *er* | *ea* | *ee* | *ear* | ? |
| fern | seat | teeth | clear | heart |
| *er* | *ee* | *ear* | *eer* | ? |
| clerk | sleep | near | cheer | learn, earth |
| *ir* | *iCe* | *igh* | *ire* | ? |
| skirt | ride | night | tire | trip |
| *or* | *oCe* | *oa* | *ore* | ? |
| short | those | toast | score | roar, work |

**Words:**
**p. 214**
**pp. (213–217)**

*Note*. No sort with *ure* is included because there are few single-syllable words with this pattern.

The series of sorts above is a difficult one. It is intended for use *after* a study of the "Other Common Long Vowel Patterns" feature (H). I have found that dividing the study of *r*-controlled vowels into two parts—(1) those with short vowel patterns, and (2) those with long—makes it easier for students to grasp this complex feature. The inclusion of short *r*-controlled vowels in this series provides a good review. The sound-alike nature of many of the *r*-controlled patterns complicates learning to spell them. Students can sometimes use meaning as a help, since many of the words are homophones (*bare/bear* and *dear/deer*). They also need to realize that the vowel pattern is going to be the tricky part of the word, the one that will require their attention.

## OTHER COMMON LONG VOWEL PATTERNS: FEATURE H

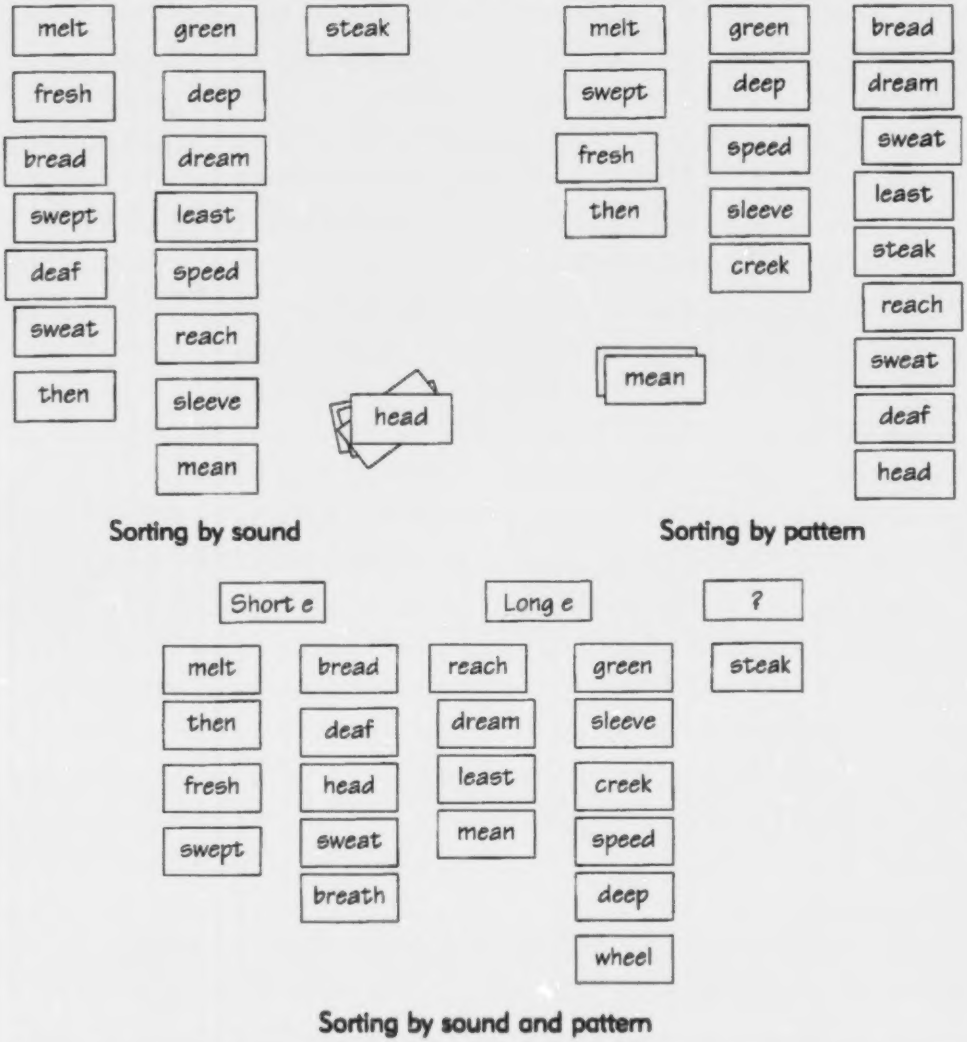
◇

This sequence, like others I've suggested, is recursive in nature. A new element is introduced in each sort, but previously examined features are returned to again and again as the basis for comparison. This not only provides a scaffold upon which children can build new understandings, but also ensures that earlier learnings are reviewed. By contrast, traditional approaches tend to give students one chance to come to terms with a particular vowel and often expect them to do so without the benefit of a contrasting sound. For example, the focus one week may be on long *a*, with *a*Ce, *ai*, *ay*, *ei*, and *ey* words all included in the list. The next lesson may be a study of long *e* with several different patterns. The following year the issue of long vowels may be revisited at the beginning of the year but with several, if not all, long vowels in a single lesson. I have found that children not only need opportunities to contrast patterns and sounds; they usually need more than one week to study a particular vowel.

**Words: pp. 215–217 (pp. 206–207, 213)**

| | | | | |
|---|---|---|---|---|
| **a**<br>crab | **aCe**<br>grade | **ay**<br>play | | **?**<br>was, ball |
| **a**<br>plant | **aCe**<br>shake | **ay**<br>stay | **ai**<br>chain | **?**<br>said, want |
| **a**<br>dash | **aCe**<br>state | **ai**<br>paid | **ei**<br>eight | **?**<br>they, wash |
| **e**<br>desk | **e**<br>he | **ee**<br>keep | | **?**<br>these, flew |
| **e**<br>kept | **ee**<br>need | **ea**<br>beat | | **?**<br>great, break |
| **e**<br>rest | **ee**<br>sweep | **ea**<br>peach | **ie**<br>chief | **?**<br>lie, friend |
| **e**<br>melt | **ee**<br>green | **ea**<br>reach | **short ea**<br>bread | **?**<br>steak, been |
| **i**<br>mix | **iCe**<br>drive | **y**<br>sky | | **?**<br>live (2 sounds) |
| **i**<br>trim | **iCe**<br>wipe | **y**<br>why | **igh**<br>light | **?**<br>tie |
| **i**<br>limp | **iCe**<br>dime | **igh**<br>right | **iCC**<br>find | **?**<br>gym |
| **o**<br>got | **oCe**<br>stove | **oa**<br>float | | **?**<br>done, move |
| **o**<br>plop | **oCe**<br>bone | **oa**<br>soap | **oCC**<br>hold | **?**<br>some, gone |
| **o**<br>slot | **oCe**<br>chose | **oCC**<br>most | **ow**<br>blow | **?**<br>toe, lose |
| **u**<br>plum | **uCe**<br>June | **ue**<br>glue | **ui**<br>fruit | **?**<br>push |
| **u**<br>crust | **uCe**<br>rule | **ue**<br>glue | **ew**<br>drew | **?**<br>none, does |

The above sequence for long vowel study could easily be done with a different order of vowels. The *e* patterns are especially complex due to the two ways of spelling short *e*. The final *e* sort can be reserved for later, if necessary; however, students usually enjoy the challenge of this "demon" sort. It is best approached by having students sort by sound first, then by pattern, and finally by sound and pattern, as shown in Figure 5-4. Words for the short *ea* pattern are listed at the end of the column of long *ea* words in the supplemental word lists.


melt
fresh
bread
swept
deaf
sweat
then
green
deep
dream
least
speed
reach
sleeve
mean
steak
head
melt
swept
fresh
then
green
deep
speed
sleeve
creek
mean
bread
dream
sweat
least
steak
reach
sweat
deaf
head
Short *e*
Long *e*
?
melt
then
fresh
swept
bread
deaf
head
sweat
breath
reach
dream
least
mean
green
sleeve
creek
speed
deep
wheel
steak

**Sorting by sound**

**Sorting by pattern**

**Sorting by sound and pattern**

**FIGURE 5-4.** Comparing short and long *e*.

## COMPLEX CONSONANT PATTERNS: FEATURE I

◇

This section discusses several complex consonant patterns, including triple-letter blends; spelling variations for final /k/, /ch/, and /j/; hard and soft *c* and *g*; and silent consonants. The different aspects of this feature do not need to be explored consecutively; rather, they should be chosen as needed. A few favorite literature links are included in Figure 5-5.

### Literature Links

Poetry offers many connections to spelling features being studied. Here are a few favorites for work with complex consonants.

Prelutsky, J. (1984). *The new kid on the block.* New York: Scholastic. "I've Got an Itch," a short poem students will relate to, includes words with final *tch* and *ch*.

Sierra, J. (1998). *Antarctic antics: A book of penguin poems.* New York: Harcourt Brace. This is a wonderful book of poems that will be enjoyed by students of all ages. "I Am Looking for My Mother" is a good choice when studying final /k/. Baby Penguin can't tell which mother is hers, so she decides to listen and identify her mother's sound. Is it "ECK, ICK, EEK, AWK, or ACK"? Many words with final *k* and *ck* are included.

Silverstein, S. (1996). *Falling up.* New York: HarperCollins. "The Gnome, the Gnat, and the Gnu" is a humorous poem that has silent *g* in words where it should be as well as where it shouldn't (such as, *gknock*, *gnodded*, and *gnice*).

**FIGURE 5-5.** Complex consonant patterns.

## Triple-Letter Blends

| | | | |
|---|---|---|---|
| ***k*** | ***qu*** | ***squ*** | |
| kite | quake | squid | |
| ***st*** | ***str*** | ***th*** | ***thr*** |
| stem | strike | thank | throb |
| ***sp*** | ***spl*** | ***spr*** | |
| spend | splash | spring | |
| ***sc*** | ***scr*** | ***sh*** | ***shr*** |
| scab | scrape | shed | shrink |

**Words:**
**p. 218**
**(pp. 202, 204)**

Triple-letter blends are of two types—those in which each consonant sound is heard, like *str* (/s/ + /t/ + /r/) and *scr*, and those that are a blending of a digraph and a consonant, as *thr* (/th/ + /r/) and *shr*. When you look for words to contrast with triple-letter blends, you may want to browse the within word pattern section of the lists of supplemental words in order to find more challenging words than those listed with the letter name consonants, blends, and digraphs.

## Final /k/ Sound

| | | | |
|---|---|---|---|
| **ck**<br>black | **ke**<br>bake | | **?**<br>speak |
| **ck**<br>sick | **ke**<br>poke | **k**<br>week | |
| **ck**<br>clock | **ke**<br>hike | **k**<br>park<br>milk | <br>sneak<br>look |

**Words:**
**p. 219**

Although *ck* was introduced in "Final Consonant Blends and Digraphs" in Chapter 4, it is dealt with more intensely as a part of this feature. Spellings for the final /k/ sound are often confused by the within word pattern speller, making this an optimum time for instruction.

In single-syllable words, the *ck* spelling is used with short vowel words, except when the final /k/ sound is preceded by another consonant (*milk, bank, perk*). Then the ending is just *k*. Most long vowel words end with *ke*. Those that end with just *k* are mainly long *e* words, which is not surprising since there are very few single-syllable words with *eCe*. Words with abstract vowels (*shook, stalk*) also end in just *k*. Have your students begin sorting by vowel sound. Then ask them to subdivide the sound columns by pattern. Once they realize when each ending should be used, they can sort by sound and pattern simultaneously.

## Final *tch* and *dge*

| *tch and ch* | | | |
|---|---|---|---|
| **ch**<br>coach | **tch**<br>ditch | | |
| **VVch**<br>beach, pouch | **Cch**<br>belch | **tch**<br>match | **?**<br>much |

| *dge and ge* | | |
|---|---|---|
| **dge**<br>edge | **Vge**<br>page | **Cge**<br>large |

**Words:**
**pp. 219–220**

In most short vowel words that end with /ch/, the final phoneme is spelled *tch*. The words *much, rich, such*, and *which* are exceptions. Long vowels, abstract vowels, and the consonants *l, n*, and *r* signal the use of *ch (beach, couch, bench, belch, birch)*. While this may seem complex at first, it's really quite straightforward: Other than the exceptions noted above, when you hear a short vowel sound use *tch*, unless you also hear a consonant sound before the /ch/, you then use *ch*. Final *dge* and *ge* follow the same principle. Begin a study of either pattern by having students sort the words by vowel sound. The first sort above focuses on just the vowel sound; the second adds on the influence of a consonant preceding the final /ch/ (see Figure 5-6). If needed, the study of ge and *dge* could also be broken down into two sorts.

## Hard and Soft *c* and *g*

| **c (a, o, u)** | **c (e, i, y)** | **s** |
|---|---|---|
| come | cent | say, soak, surf |
| **g (a, o, u)** | **g (e, i, y)** | **j** |
| game | germ | jar, joke, just |

**Words:**
**pp. 201, 220**
**(pp. 202, 203)**

The soft sounds of *c* (/s/) and g (/j/) occur when these consonants are followed by *e*, *i*,or *y*. The hard sounds (/g/ and /k/) result when *a*, *o*, or *u* follow the consonants. Although there are exceptions (*get* and *give*), the principle holds true for many single-syllable words as well as for many polysyllabic words. This is an important principle for students to grasp not only for their reading and writing at this stage, but also because an understanding of hard and soft *c* and g is necessary to accurately spell words at later stages. For example, is it *knowledgable* or *knowledgeable*; *invincable* or *invincible*?

## Silent Consonants

**Words:**
**p. 220**

Students at the within word pattern stage also become aware of silent consonants (*know*, *write*, *limb*). These may be examined separately or may be included in appropriate vowel pattern sorts. Regardless of which route is chosen, students need to be aware that the silent letter adds a tricky element to the word that they need to remember. Many of the *kn* and *wr* words have homophones and will receive attention during that study as well.

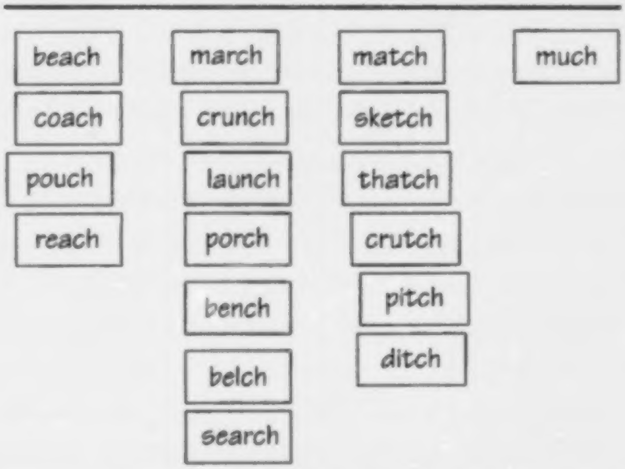


**FIGURE 5-6.** A *ch* and *tch* sound and pattern sort.

# ABSTRACT VOWELS: FEATURE J

◇

| | | | | |
|---|---|---|---|---|
| **o**<br>slop | **oy**<br>boy | **oi**<br>coin | | |
| **ew**<br>stew | **long oo**<br>tooth | **short oo**<br>book | | **?**<br>sew, truth |
| **ow**<br>crow | **ou /ou/**<br>shout | **ow /ou/**<br>town | | **?**<br>could, though |
| **long oo**<br>spool | **ou /ou/**<br>sound | **ow /ou/**<br>now | **ou (long oo)**<br>group | **?**<br>bought |
| **a**<br>draft | **al**<br>salt | **aw**<br>crawl | **au**<br>haunt | **?**<br>laugh, watch |

**Words:**
**pp. 221–222**
**(pp. 206–207, 217)**

This feature deals with abstract vowels, vowels other than those influenced by *r* that are neither long nor short. It is often the last feature to be mastered at the within word pattern stage. As with other spelling feature studies, many different comparisons could be planned. Most of those listed above highlight a new word element by contrasting it with what students already know—namely, long and short vowel patterns. Then finer distinctions are made. Students compare words with the same sound but different patterns (*caught, raw, talk* or *shout, howl*), or they contrast words with the same pattern but different sounds, like *foot* and *moon* (see Figure 5-7).

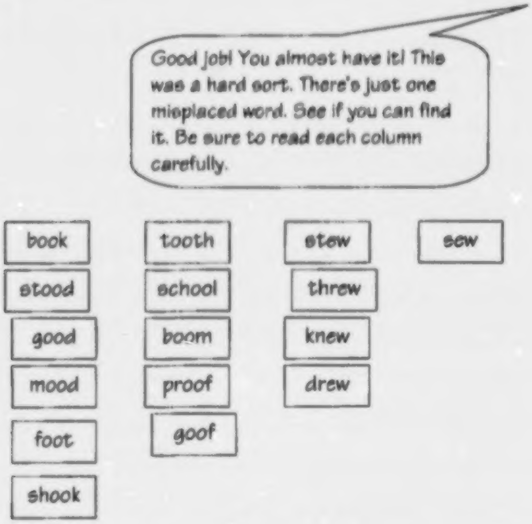

Good job! You almost have it! This was a hard sort. There's just one misplaced word. See if you can find it. Be sure to read each column carefully.
book
stood
good
mood
foot
shook
tooth
school
boom
proof
goof
stew
threw
knew
drew
sew

**FIGURE 5-7.** Sound and pattern sort with abstract vowels that includes a misplaced card.

As students work with abstract vowels, help them form generalizations about the sound-alike patterns. For example: "When the vowel sound is heard at the end of the word, notice which spelling pattern is used."

| /oi/ | /ou/ | /ô/ |
|---|---|---|
| boy | brow | draw |
| joy | cow | jaw |
| soy | how | law |
| toy | wow | saw |
| (not *oi*) | (not *ou*) | (not *au*) |

Be sure to use the assessment results and students' writing to guide you in determining which abstract vowels your students need to study. Eliminate the sorts they already know.

## OTHER FEATURES FOR STUDY

◇

### Sounds of the *ed* Inflectional Ending

| /ĭd/ | /d/ | /t/ | ? |
|---|---|---|---|
| lifted | sailed | crushed | grew, spoke |

**Words:**
**p. 223**

Although the issues of *e*-drop and doubling before an inflectional ending (such as *ed* or *ing*) are addressed at the syllable juncture stage, it is appropriate for within word pattern spellers to gain an understanding of *ed* as a past tense meaning unit. Spellers at this stage still typically write many *ed* words by sound (TRAPT = *trapped*, DOTID = *dotted*, HUMD = *hummed*). Having students contrast words with the various *ed* sounds will help them realize that, regardless of its pronunciation, we usually use *ed* to show that an event occurred in the past. Study of the *ed* meaning unit can be done at any time during this stage, provided that students are beginning to use it correctly—TRAPED, DOTED, HUMED. See Figure 5-8 for literature links.

### Homophones

An analysis of the spelling errors in nearly 20,000 compositions written by students in grades 1 to 8 showed *homophones*, words that sound alike but have different spellings and different meanings, to be the most common source of spelling problems (Cramer & Cipielewski, 1995). Unlike most misspellings, which are nonwords (COWCH for *couch*), homophone errors are typically real words, just the wrong choice (PEACE for *piece*).

## Literature Links

Although most easy chapter books contain words with all three pronunciations of the *ed* meaning unit, the Henry and Mudge series by Cynthia Rylant is particularly useful for connecting literature to this spelling exploration. There are several books in the series, including *Henry and Mudge: The First Book*, *Henry and Mudge and the Long Weekend*, and *Henry and Mudge and the Wild Wind*. The last one is my favorite for this feature study. It has four chapters, each about 10 pages in length, and is packed with exemplars to choose from for sorting or for students to find during a word hunt.

| /t/ | | /d/ | | /ĭd/ | |
|---|---|---|---|---|---|
| flapped | walked | rippled | whined | started | headed |
| looked | asked | whistled | turned | nodded | lifted |
| switched | dropped | called | grumbled | | |
| sniffed | missed | wagged | followed | | |
| laughed | | whispered | grabbed | | |
| | | crawled | cleared | | |
| | | played | frowned | | |
| | | grinned | | | |

Be sensitive to differences in dialect when exploring this feature; /t/ and /d/ are articulated in similar ways, and students in some regions may have difficulty discerning a difference.

**FIGURE 5-8.** The many sounds of the *ed* meaning unit.

Some of the word confusions can be blamed on carelessness and lack of attention to proofreading. Because homophone errors look right, they are easy to overlook. Even computer spell-checking programs gloss over them. That's because *meaning* is the critical issue with homophones. In order to correctly spell these sound-alikes, students need to have a firm understanding of which meaning to associate with which spelling pattern, and many students lack this.

A few troublesome homophones can be learned with the help of mnemonics. For example, the words *there, their,* and *they're* are often confused, especially the first two. To help children keep these words straight, point out that the correct spelling for *there* is the one that contains the word's opposite—*here*. Memory devices are also helpful for such pairs as *heard* (we hear with our *ear*) and *herd*, *piece* (we get one from *pie*) and *peace*, and *meat* (what we *eat*) and *meet*.

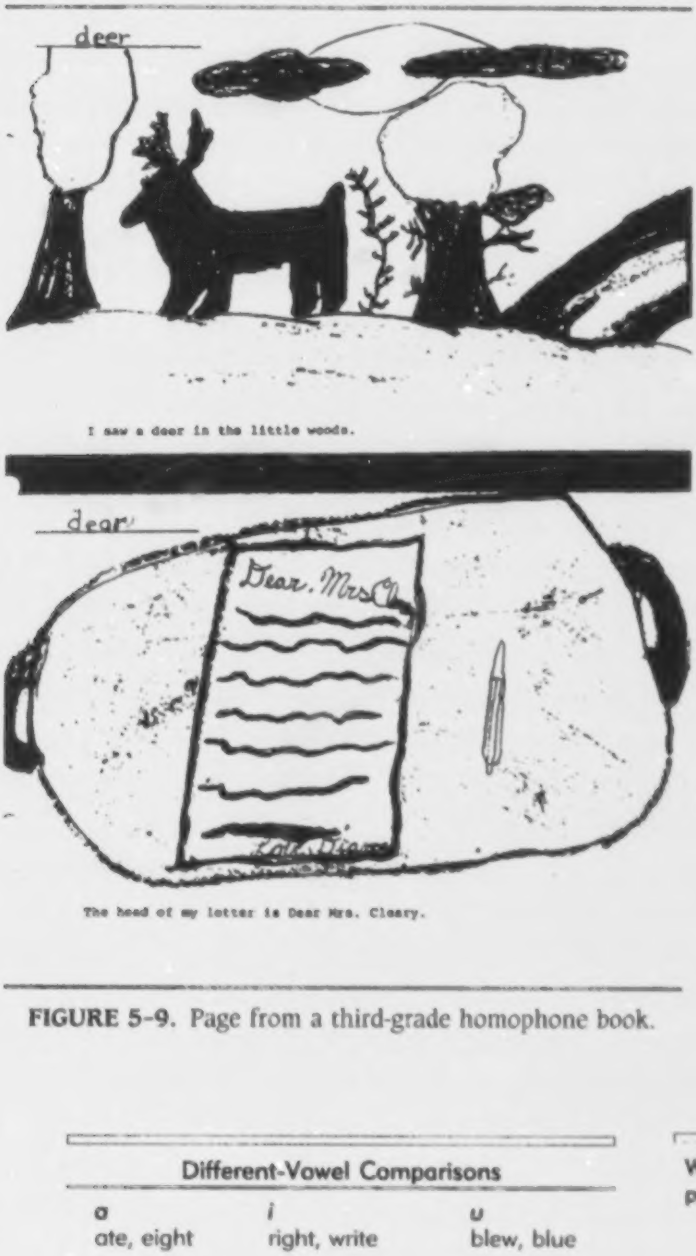
Although mnemonics provide worthwhile reminders for some homophones, children learn to master most homophones through repeated opportunities to explore and work with them. One possibility is to have students collect homophones from their reading and writing and compile them into a personal or class book. The word entries can include illustrations as well as definitions or sentences. This activity draws students' attention to word meaning *and* spelling and is great fun. In fact, one year my students became so engrossed in a study of homophones that their word hunting led them to create a reference book of more than a hundred homophone pairs for their use and that of future classes! Everyone got involved collecting words, drawing illustrations, writing sentences, designing the cover, and figuring out how to organize such a wealth of information. The class thought alphabetical order seemed like a logical approach to making the book user-friendly until someone pointed out that some homophones begin with different letters (*I*, *eye* or *you*, *ewe*, *yew*). The students finally resolved the issue by alphabetizing each pair by the word most familiar to third graders (*I* and *you*). Finished pages (see Figure 5-9) were arranged in a large three-ring notebook so that additional finds could be added in the future. The book was (and still is) greatly enjoyed.

Games are also a good way to reinforce homophone meanings. Through the frequent use of homophones, students come to internalize the spelling–meaning connection and apply their understandings in their writing. Although many games can be adapted for use with homophones, over the years card games have been my students' favorites. Two of their top choices have been Concentration and Homophone Rummy. One of the rules of the game should require students to provide a meaning or sentence for the words in order to score.

For Homophone Rummy, students need a deck of at least 36 homophone cards, more if the number of players exceeds three. Because several cards are held at a time, write the word in the upper left corner as well as on the center of the card (refer to Figure 3-12 in Chapter 3). Each player is dealt six to eight cards; the remaining cards are placed in a draw pile. Students take turns drawing and discarding, with the objective of collecting and playing as many pairs as possible. In order to lay down a pair, students must demonstrate an understanding of the meaning of each word. If the player can't or if the meaning given is incorrect, the player must pick up the cards. A discard is then made, ending the player's turn. Discards are placed in a line so that they are visible. Players may choose a card from this line when it is their turn rather than drawing from the pile. The selected card must be playable, *and* all cards following it in the line must also be picked up. The game proceeds in like fashion until someone runs out of cards. The player who has played the most cards wins.

If desired, word sorting may be incorporated into the study of homophones. Below are the beginnings of two possible sequences that reinforce vowel patterns from the within word pattern stage. The first set has students categorizing homophone pairs by long vowel sound across different vowels (short vowels could be approached in a similar fashion). The second approach focuses on sound also, but one vowel at a time.

While students are exploring this spelling feature, you may want to introduce them to some of the many books written on homophones and word play (see Figure 5-10). Give a short book talk on a few favorites to whet students' appetites for reading them. Since children love humor and riddles, little else is needed, other than time to read and share them with their friends.



deer

I saw a deer in the little woods.

dear

Dear, Mrs Cl

The head of my letter is Dear Mrs. Cleary.

**FIGURE 5-9.** Page from a third-grade homophone book.

## Different-Vowel Comparisons

| a | i | u |
|---|---|---|
| ate, eight | right, write | blew, blue |
| e | o | |
| meat, meet | know, no | |

## Same-Vowel Comparisons

| short *a* | long *a* | *r*-controlled |
|---|---|---|
| rap, wrap | mail, male | hair, hare |

Words:
pp. 224–225

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## Contractions

**Words: p. 226**

Contractions are words that are made up of two or more words, with some letters removed and replaced by an apostrophe (*I'm, there's, o'clock* = *I am, there is, of the clock*). Students need to understand the principles underlying contraction making so that they know where to put the apostrophe when they write contractions and so they can understand their meanings when they read (for example, *he's* = *he is* or *he has* and *they'd* = *they had* or *they would*). Contractions are best examined by families so that students can see the consistencies, for example the *not–n't* family and the *will–'ll* family. It's helpful to have students think of the apostrophe as a placeholder, marking the spot where the letters were omitted.

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### Literature Links

Gwynne, F. *The king who rained* (1970), *A chocolate moose for dinner* (1976), and *A little pigeon toad* (1988). New York: Simon & Schuster. This group of books features a young child who pictures what she hears her parents discussing. For example, one sentence indicates that big bills are coming in the mail. The accompanying picture depicts three tall birds standing behind the mailbox with their bills protruding out the front. Homophones and words with multiple meanings are presented. Students are often eager to create their own examples after reading a book in this series.

Parish, P. (1963). *Amelia Bedelia*. New York: Harper & Row. One of a series featuring the ever-popular Amelia Bedelia, a maid who takes everything literally.

Presspon, L. (1997). *A dictionary of homophones*. New York: Barron's. A good resource for homophone study.

Schwartz, D. M. (1999). *If you hopped like a frog*. New York: Scholastic. This stimulating picture book highlights 12 similes like "strong as an ant" and "scurry like a spider." The author describes what the phrases would mean for us if we really had those abilities and explains how he used math to get the answers. This book is sure to arouse students' interest to find out about other similes—"If you ate like a horse, how much would you eat?"

Terban, M. (1987). *Mad as a wet hen! And other funny idioms*. New York: Clarion. This illustrated book gives the stories behind common idioms, like "hold your horses" and "straw that broke the camel's back."

Terban, M. (1991). *They hay! A wagonful of funny homonym riddles*. New York: Clarion. Kids love riddles, and the nearly 100 presented in this book are solved with two to four sound-alike words. For example, the answer to "When the bells **ring out** loudly, **take the skins off** the bananas" is *peal/peel*.

Terban, M. (1992). *Funny you should ask: How to make up jokes and riddles with word play*. New York: Clarion. After reading some of the homophone riddle books listed, students will be ready to write their own.

Terban, M. (1993). *Eight ate: A feast of homonym riddles*. New York: Clarion. More homophone riddles for students to puzzle over and savor. For example, "What is a smelly chicken? A foul fowl."

Viorst, J. (1994). *The alphabet from Z to A with much confusion on the way*. New York: Atheneum. Viorst piques the reader's curiosity about homophones through an ABC format that plays on within word sounds and patterns.

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**FIGURE 5-10.** Homophones and word play.

CHAPTER 6

◇

# Syllable Juncture Word Study

*Speed sorting on the computer is a fun way to work toward automaticity with e-drop and doubling.*

### *Chapter at a Glance*

- Literacy Development of Students at the Syllable Juncture Stage: An Overview
- Orthographic Features Explored
  - Compound Words
  - Doubling and *E*-Drop with *ed* and *ing*: Feature K
  - Other Syllable Juncture Doubling: Feature L
  - Long Vowel Patterns in the Stressed Syllable: Feature M
  - *R*-Controlled Patterns in the Stressed Syllable: Feature N
  - Abstract Vowel Patterns in the Stressed Syllable
  - Unstressed Syllable Vowel Patterns: Feature O
  - Plurals and Possessives
  - Prefixes and Suffixes
  - Polysyllabic Homographs and Homophones
  - Final /k/ Revisited

◇

Most syllable juncture spellers read and write with fluency, ease, and confidence. Their knowledge of patterns in single-syllable words is secure, enabling them to process words of this type automatically. Although they still have much to learn about how words work, especially polysyllabic words, by this stage, word recognition no longer poses a major challenge for students during reading. Instead, attention can focus on comprehension and the use of strategic knowledge for monitoring understanding. Meaning becomes increasingly important in writing, too, as students experiment with different genres, write for varied purposes, and become more aware of their audience.

Through their reading, writing, and content area studies, students encounter more sophisticated vocabulary and more complex spelling patterns. Although students have been reading and writing polysyllabic words for some time, it is at the syllable juncture stage that these longer words become the center of instruction. Students' solid grasp of sound–pattern relationships in single-syllable words prepares them to negotiate the new issues that are inherent in words of more than one syllable. For example: How do meaning units like prefixes and suffixes combine with base words? How are syllables within a base word joined? How does syllable stress, or accent, influence spelling and pronunciation? By resolving questions like these, students enhance their ability to efficiently read and write more difficult words.

## COMPOUND WORDS

◇

The study of compound words is a good way to introduce students to the syllable juncture stage and to words of more than one syllable. Because compounds are composed of intact words, the juncture and stress issues that dominate this stage are not problematic, nor are the vowel pattern issues.

There are many ways to approach the study of compounds. One activity students enjoy involves the use of two or three key words on cards, such as *book*, *head*, and *night*, and a stack of other single-syllable word cards. The challenge is to see how many compounds can be formed and recorded. Include a couple of possibilities for words that, like *headdress* and *nighttime*, result in a double consonant when the compound is made, so that students realize that compounds really do contain two separate words. That way, when students try to spell a word like *granddaddy* or *earring*, even though it may not look right, they will know there needs to be two consonants in the middle. As students work with the meanings of compounds, many will enjoy drawing pictures of the literal and actual meaning of the two words, such as the example for *shoebox* shown in Figure 6-1.

| **book** | **head** | **night** |
|---|---|---|
| bookcase | headache | nightgown |
| bookend | headband | nightmare |
| bookshelf | headlight | nighttime |
| bookworm | headline | |
| | headdress | |
| | headphone | |
| | headway | |

**Words:**
**pp. 229–231**

Some compound words are hyphenated (*baby-sit*, *forty-five*). Many of these are adjectives, and some are comprised of several words: a "*down-in-the-mouth* look," or "*step-by-step* directions." Students enjoy creating their own hyphenated compounds and using them to describe story characters and settings—"For the third day in a row, the little girl wore her *kick-a-lot* shoes to school. She was determined to take care of the *red-headed* bully." I introduce this type of compound to older students during a writing workshop minilesson. After presenting a few examples, I have partners pick a character or setting from our current read-aloud and generate their own descriptive compounds to share. See Figure 6-2 for compound word literature links.

Students need to learn to use the context to determine whether words should be written as a compound or as separate words. For example, compare: "A *runaway* horse and carriage careened down the street," and "The boy decided to *run away*," or "Train is *one way* you can travel," and "She drove her car down the *one-way* street."

Since compound words are used to introduce students to the study of polysyllabic words, this is a good time to make sure they know what is meant by a *syllable*. All syllables have at least one vowel and are easily identifiable by their beat. By clapping the syllable beats, students can readily identify four-, five-, and six-syllable words. In fact, students love demonstrating their expertise by handling the challenge of all challenges:

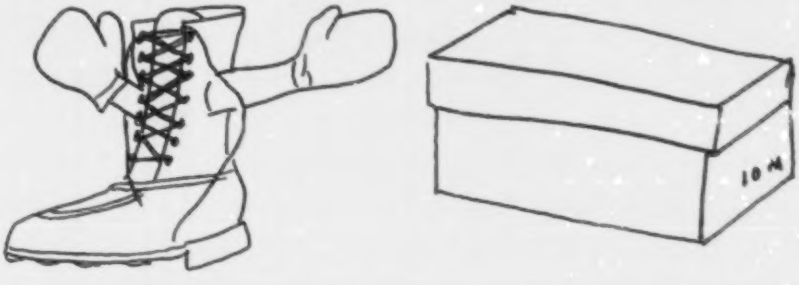


**FIGURE 6-1.** Fun with words: Illustrating the literal and actual meanings of compound words.

Literature Links

Maestro, B., Maestro, G. (1992). *All aboard overnight: A book of compound words*. New York: Clarion. This is an easy text with numerous compound words; it can serve as a springboard for students' own stories with compound words.

Terban, M. (1989). *Superdupers! Really funny real words*. New York: Clarion. Learn the definitions and origins of unusual compounds like *whippersnapper, helter-skelter,* and *claptrap*.

Yolen, J. (1997). *Nocturne*. San Diego: Harcourt Brace. This picture book tribute to nighttime with its wonderful examples of descriptive compounds—"quiltdown, quietdown velvet night"—will stimulate students to create their own compounds.

**FIGURE 6-2.** Compound words.

*supercalifragilisticexpialidocious*! Figure 6-3 describes another way to have students apply their knowledge of syllables. (See "Other Features for Study" for a possible follow-up study to compound words.)

## DOUBLING AND *E*-DROP WITH *ED* AND *ING*: FEATURE K

◇

| | | | |
|---|---|---|---|
| **base + *ing* (no change)**<br>asking, mailing | **e-drop + *ing***<br>shaking | | **Words:**<br>**pp. 232–233** |
| **base + *ed* (no change)**<br>lifted, rained, touched | **e-drop + *ed***<br>liked | **?**<br>ate, slept | |
| **base + *ing* (no change)**<br>meeting, missing | **e-drop + *ing***<br>hoping | **double + *ing***<br>hopping | |
| **base + *ed* (no change)**<br>spilled, fooled | **e-drop + *ed***<br>shaded | **double + *ed***<br>hugged | |
| **no change**<br>greeting, melted | **e-drop**<br>smiling, graded | **double**<br>planning, jogged | |

In order to correctly spell words with inflectional endings, like those targeted in this feature, students need to know how to spell the *base word*, the word to which the ending is added, and they need an understanding of the *e*-drop and doubling principles. For example, in order to spell *taking*, a student must know that the base word is *take* not *taik* and must realize that the final *e* is nearly always dropped before adding *ed* or *ing*. The *e*-drop principle is dynamic and applies not only to inflectional endings like *ed* and *ing* but to other vowel-initiated suffixes as well (*hiker*).

### Literature Links

Connect students' syllable learning to reading and writing by introducing or revisiting the haiku poetic form. This type of Japanese verse is written with a total of seventeen syllables—three lines with five, seven, and five syllables respectively. Although most poetry anthologies include at least a few haiku poems, *Cool Melons—Turn to Frogs! The Life and Poems of Issa* is a beautifully illustrated book devoted entirely to haiku. Issa (1763–1827), a Japanese poet, wrote more than 2500 poems during his lifetime. His best-loved haiku are included in this work. Although the strict syllable count is not always preserved due to the translation, the simplicity and charm of the poems are. Poetry, biographical information, watercolor paintings, and Japanese renderings of the haiku in the margins make this an inspiring book. After sharing some of Issa's poems, invite students to write and illustrate their own haiku.

Gollub, M. (1998). *Cool melons—Turn to frogs! The life and poems of Issa.* New York: Lee & Low.

For other types of poems that focus on syllables, refer to this fine resource:

Padget, R. (1987). *The handbook of poetic forms*. New York: Teachers and Writers Collaborative.

**FIGURE 6-3.** Attending to syllables with haiku poems.

Students usually have more difficulty with the issue of doubling consonants to mark short vowels, what Henderson called the core principle of syllable juncture spelling (1990, p. 68), than with *e*-dropping. As you will see in the feature discussion on "Other Syllable Juncture Doubling," the doubling principle applies to syllable junctures within words ("Put *butter* on the bread," not *buter)* as well as to the juncture between a base word and a suffix ("He *planned* to go on his trip," not *planed* to go). However, its use is more consistent in the latter case. Even though there are few, if any, exceptions to doubling the final consonant before adding an ending to a single-syllable word (this does not consider alternative past tense forms like *eat/ate* and *keep/kept),* it may be worthwhile to teach students the simple "1-1-1 check" as a mnemonic for dealing with this spelling issue. When they're ready to add an ending that starts with a vowel to a base word, students simply ask themselves the following three questions:

*Does the word have 1 syllable?*
*Does the word have 1 vowel?*
*Does the word end with 1 consonant?*

If the answer to all three questions is "yes," the final consonant should be doubled. If the answer to any of the questions is "no," it should not. (Note that polysyllabic base words require special consideration when adding inflectional endings. These issues are discussed in Chapter 7.)

There are various ways to approach the study of this feature; a description of one I've often used is detailed below. It is based on the third sort in the sequence suggested above so that a word walk with all three categories—*no change*, *e-drop*, and *doubling*—can be addressed.

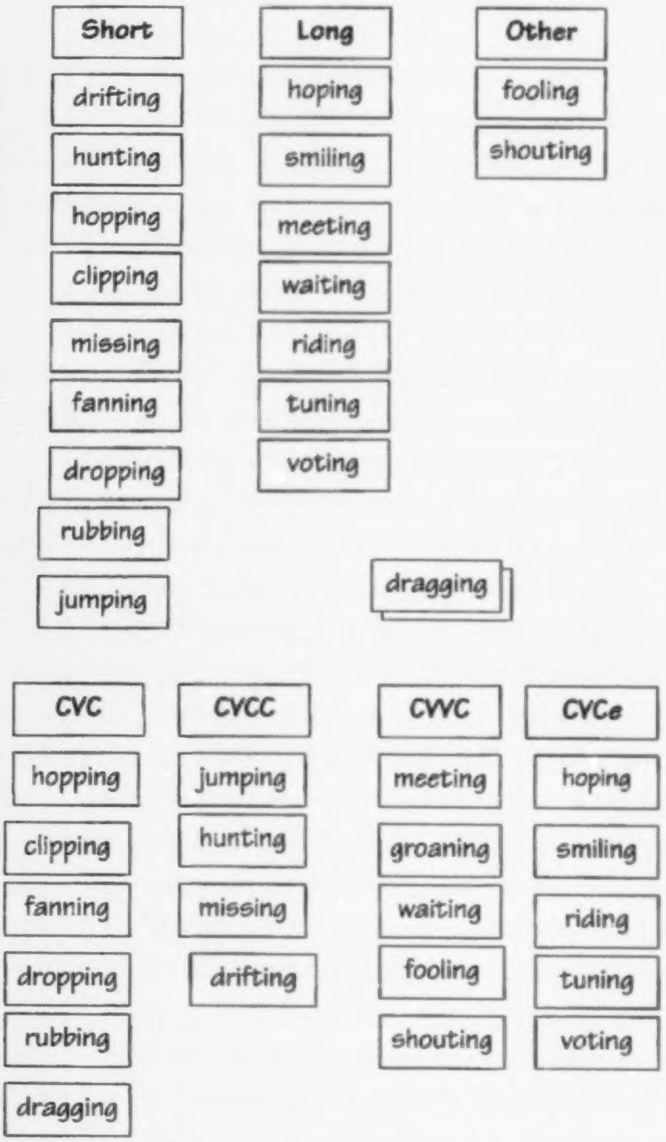
When you create the word sort, it is helpful to construct a double set of word cards for yourself—one with the inflectional ending, and one with just the base word. This will enable you to visually refresh students' memory of how the base word is spelled, if necessary. After the students have read and discussed the words with the *ed* or *ing* ending, let them know that they're going to help you sort the words according to vowel sound—*short*, *long*, and *other*. Some students may be able to carry this out with minimal modeling, if they have thoroughly studied these sounds at the within word pattern stage. However, you should demonstrate with at least a few examples.

When the sort is complete, have the students help subdivide the categories by pattern—CVC and CVCC for the short vowels and CVC*e* and CVVC for the long and other or abstract vowels (see Figure 6-4). If necessary, use a marker to highlight the pattern on your set of words. After the new categories are formed, have students reflect on what change (if any) was made in the base word when the ending was added. Ask them to consider whether the change was consistent across words of a certain type. They should notice that in some cases no change was made; in others either the final *e* was dropped or the final consonant was doubled. If they don't realize the connection between sound and pattern and whether a change was made, draw their attention to *hoping* and *hopping* and discuss the differences. You may also want to ask them how a word like *fanning* would be pronounced if it had just one *n* (*fa•ning*—long vowel sound).

Next, reshuffle the cards and model categorizing the words according to *no change*, *e-drop*, or *double*. Most students should feel confident about adding their contributions early on. (If time is short, this part of the word walk can be saved for a follow-up session the next day.) After the categorizing, discuss each column and the principles at work (see Figure 6-5). As you talk about the *e*-drop principle with students, keep in mind that suffixes like *ed* and *er* are meaning units. These are added to the base word intact. It is misleading and incorrect to tell students to "just add *d* or just add *r*."

When you, or you and your students, choose words for this feature, be sure to include a word or two like *miss*. Words of this type appear at first glance to belong in the "double" column due to their double consonants. They cause students to think more about the base word to which the ending is added and to rely less on visual cues. This type of thinking will aid students in applying their understanding of this feature to their writing.

It is best to revisit the issues of *e*-drop and doubling periodically with students during word investigations. Additional reinforcement may come from a game, such as the popular self-checking one described in Figure 6-6. After an initial study of *ed* and *ing* endings, you can extend students' understanding of base words, *e*-drop, and doubling through work with prefixes and suffixes (see "Other Features for Study").



| Short | Long | Other |
|---|---|---|
| drifting | hoping | fooling |
| hunting | smiling | shouting |
| hopping | meeting | |
| clipping | waiting | |
| missing | riding | |
| fanning | tuning | |
| dropping | voting | |
| rubbing | | |
| jumping | | |

dragging

| CVC | CVCC | CVVC | CVCe |
|---|---|---|---|
| hopping | jumping | meeting | hoping |
| clipping | hunting | groaning | smiling |
| fanning | missing | waiting | riding |
| dropping | drifting | fooling | tuning |
| rubbing | | shouting | voting |
| dragging | | | |

**FIGURE 6–4.** *E*-drop and doubling: Sorting by vowel sound and then by base word pattern.

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| No Change | E-Drop | Double |
|---|---|---|
| jumping | hoping | hopping |
| waiting | tuning | clipping |
| meeting | smiling | dragging |
| drifting | riding | fanning |
| shouting | voting | rubbing |
| groaning | | dropping |
| missing | | |
| fooling | | |
| hunting | | |

**FIGURE 6-5.** *E*-drop and doubling: Sorting by inflectional ending change.

## OTHER SYLLABLE JUNCTURE DOUBLING: FEATURE L

◇

### Across-Syllable Patterns

**Words:**
**pp. 234–235**

| | | | |
|---|---|---|---|
| **VCV open**<br>clover | **doublet (VCCV)**<br>dipper | | |
| **VCV open**<br>glider | **VCCV**<br>scarlet | **doublet**<br>pillow | |
| **VCV open**<br>fever, hoping | **VCCV**<br>index, athlete | **doublet**<br>wedding, middle | |
| **VCV open**<br>Friday, beaver | **VCCV**<br>dentist | **doublet**<br>classic | **?**<br>comic |
| **VCV open**<br>meter | **VCV closed**<br>planet | **VCCV**<br>enjoy | **doublet**<br>sudden |

Although it is not essential, I find that some understanding of the *e*-drop and doubling principles (feature K) is helpful for students as they explore across-syllable patterns. It means that they already know that the way one syllable is spelled may affect the spell-

## REACH THE PEAK

The game is designed for two players and may be played without teacher direction after its initial introduction.

**Materials**
Game board, two playing pieces, and 24 word cards prepared as follows.

**Preparation**
Write words like those below on the front side of 20 of the cards.

peep

| No change | *E*-drop | Double |
|---|---|---|
| peep play walk | hope slope grade file | plan dot tap grip |
| float wait | tape tune wave | stop pin step slip |

Keep the word cards in categories, and set up the backside of the cards as shown below.

| No change | *E*-drop | Double |
|---|---|---|
| Reach the | Reach | Rea |

On the remaining four cards, write: **(e-drop), (double), (no change),** and *ing* (or *ed*). The backside of each of the four remaining cards will look like this:

| (no change) | (e-drop) | (double) | (*ing*) |
|---|---|---|---|
|  | the | ch the | Peak |

**Procedures**

1. Shuffle the stack of 20 word cards, and place it word-side-up on the game board. Spread the four remaining cards face-up between the two players. Game pieces are placed at start.
2. Player 1 takes the first card and determines what change, if any, is needed before the *ing* ending is added. The base word, change indicator, and *ing* cards are then lined up in a row.

| | | |
|---|---|---|
| pin | (double) | ing |

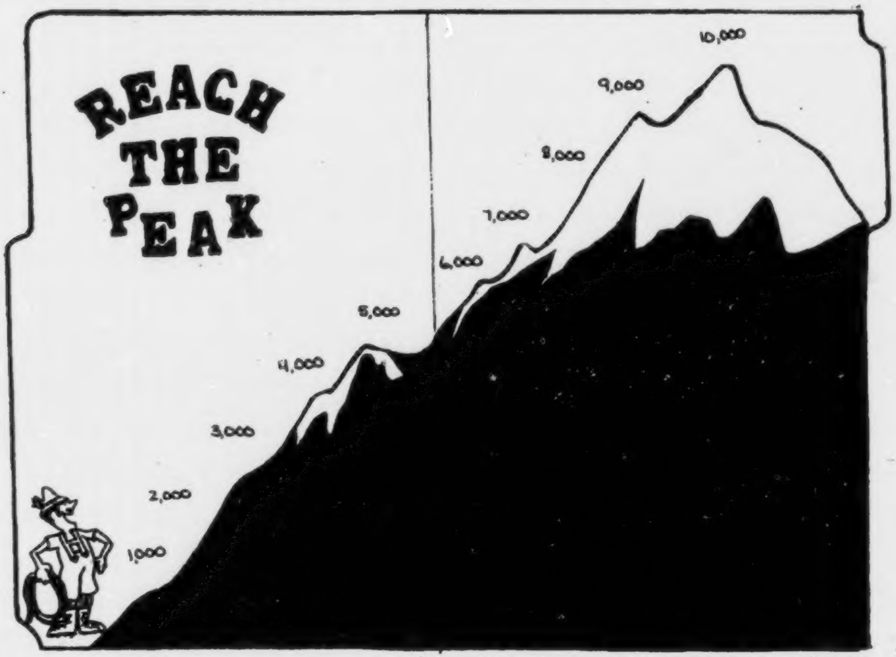
(*cont.*)

**FIGURE 6–6.** Reach the peak: A game for reinforcing inflectional endings.

3. To check the answer, Player 1 turns over the three cards. If the response is correct, the cards will read

| | | |
|---|---|---|
| Rea | ch the | Peak |

and Player 1 moves up one space. No move is made for an incorrect answer.
4. Players continue alternating turns until each has had ten plays. The goal is to correctly add endings to all ten words and thus reach the peak.



**Variations**

1. Use half of the cards for an individual player.
2. Require players to write down the spelling of their words each time in order to provide the teacher with a written record and to give the players practice in writing the words.
3. Substitute nonsense words for the real base words in order to increase the challenge for expert players.
4. Choose your own title and theme. Be sure the chosen title is a three-word phrase ("Off and Running").

**FIGURE 6-6.** (*cont.*)

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ing of another and that consonant doubling is a means of maintaining a short vowel sound. During their study of this feature, students examine similar issues. However, the focus is on syllable junctures *within* a base word, rather than between a base word and an ending. Two types of syllables are relevant to this study—*open* and *closed*. Open syllables typically end with a long vowel sound (*pa•per*, *sea•son*, *ho•ping*); closed syllables end with a consonant and have a short vowel sound (*en•ter*, *but•ter*, *hop•ping*). Closed syllables are usually followed by another consonant (see Figure 6-7).

The pattern at the syllable juncture is usually VCV (*ro•bot*) or VCCV as in *mar•ket* or in the *doublet* variation, *dip•per*. A VV structure also occurs but is uncommon (*di•et*). The vowel in across-syllable patterns is usually a single letter, but can be two letters that act as a single unit, as in *season*. The same is true of consonants. Blends and digraphs are considered as one unit, not as two distinct letters. That is why *ba•ther*, despite its appearance, has a VCV structure. When students first hunt for words with VCV and VCCV patterns, they often miscategorize such words and are not quite sure of how to deal with words that have three consonants at the juncture (*ath•lete*). When this happens, suggest that they try pronouncing the word as if it is divided between the consonants as well as if

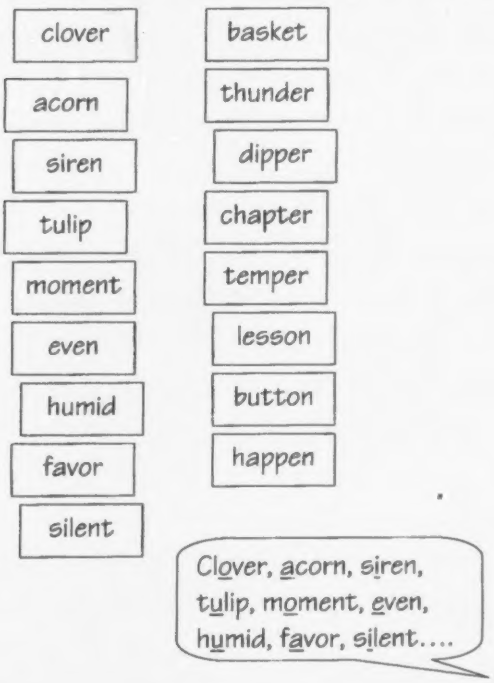

clover
acorn
siren
tulip
moment
even
humid
favor
silent
basket
thunder
dipper
chapter
temper
lesson
button
happen
Clover, acorn, siren, tulip, moment, even, humid, favor, silent....

**FIGURE 6-7.** Sorting words by sound: Identifying open and closed syllables (and checking the results).

the consonants are acting together as a single unit (*bat•her* and *ba•ther* or *bath•er*) to see which way sounds like the real word. This soon clears up the matter.

Words with final *le* also raise questions. In words like *bubble*, the *l* does not form a blend with the *b* but is linked with the *e*. The preceding consonant plus the *le*, however, do constitute the final syllable (*bub•ble*—doublet).

A basic knowledge of across-syllable patterns can aid students in spelling and pronouncing words. For example, a student wanting to spell *cider* hears an open first syllable. The long *i* sound of the open syllable provides a clue to the word's spelling. In English, when a syllable ends with a long vowel sound the consonant that follows is not doubled. Unfortunately, this principle is not as reliable when it comes to words with short vowels. Although two consonants usually follow the vowel (*blizzard*), over time the influx of words from other languages into English has given us words like *habit* and *robin*, words with a VCV pattern but a closed syllable. It is important for students to realize that, when learning to spell words with closed syllables, they need to attend carefully to whether there is one consonant or two.

An awareness of syllable juncture patterns also helps students identify unfamiliar words in their reading. Being able to approach an unknown word one syllable at a time makes the task of decoding the word much easier. The VCCV pattern presents fewer difficulties than its VCV counterpart. Although digraphs and blends may be tricky at first, students soon learn to divide between consonants. By contrast, the VCV pattern is sometimes divided before the consonant and sometimes after, depending on whether the syllable is open or closed (*to•ken*, *top•ic*). When they encounter such words, students should first try making the syllable division before the consonant and applying a long vowel sound. If this does not result in a familiar word, the syllable should be considered closed and the division made after the consonant. Such flexibility in reading unknown words with a VCV pattern is important. I have frequently observed students at the syllable juncture stage puzzle over words that could easily have been identified if the students had had some understanding of the way syllables are joined.

## Syllable Stress

**Moving from Structure Study to Stress Study**

| VCV open | VCCV | doublet |
|---|---|---|
| pirate, beyond | cactus, enjoy | rabbit, attack |

| stress 1 | stress 2 |
|---|---|
| pirate | beyond |
| cactus | enjoy |
| rabbit | attack |

**Words:**
**pp. 234–235**

After students have gained an understanding of the patterns that extend across syllable boundaries, they are ready to learn about syllable stress, or accent. A good way to introduce the study of stress is with first names—*KATH•y*. Students enjoy using their names and can quickly tell if someone is stressing the wrong syllable. *Homographs*, words spelled alike that have different pronunciations and different meanings (*OB•ject* and *ob•JECT*), also work well. Additionally, they provide an opportunity to link pronunciation to meaning. Polysyllabic homographs tend to be accented on the first syllable when used as nouns and on the second when used as verbs. For further information, see the section on homographs under "Other Features for Study."

Identifying the stressed syllable in words other than names and homographs is difficult for some students. There are several techniques that can help with this. "Chin-drop" is one approach well worth sharing with students. It does not work with all words or with all students, but it does with many. Students simply make a fist with their dominant hand and hold it just in front of the chin with the thumb extended (bottom up) and *almost* touching the underside of the chin. When a word is pronounced, the chin will drop slightly more with the stressed syllable, tapping the thumb. (Try it with the following words: *bacon, perform, famine, demand.*) Another strategy that works with some students is having them use the word orally in a sentence. Over time you can also help students notice that (1) the stressed syllable often has a long vowel sound— *con•TAIN*; (2) prefixes and suffixes are rarely stressed— *dis•PLEASE* and *REAL•ly*; (3) in two-syllable words, the first syllable is usually accented; and (4) syllables with a schwa vowel (sounds like "uh" but is not a short *u*) are *not* stressed. For example, compare the sounds of *a* in the following two words: *fa•TIGUE* and *PA•tient*. If all else fails, students should consult a dictionary to identify the stressed syllable. With experience, most students soon become quite adept at recognizing this emphasized part of the word.

When students are ready to examine stress in other words, select words that vary in the placement of the stress, and have your students categorize them according to first-syllable or second-syllable stress. At first, expect the task to be completed slowly, deliberately, and with mistakes; speed and accuracy will come as the students gain competence. Once they can do this with ease, give them words with more than two syllables to determine the stress. The 50 states are fun to use and enable word study to be integrated with social studies.

After students have had many opportunities to explore the stress in words, you may want to have them try a few highly challenging sorts, such as sorting by sound (stress) and pattern (across-syllable structure) simultaneously. The final categories might be:

**Sorting by Structure and Stress Simultaneously**

**Words:** pp. 234–235

| | | | | |
|---|---|---|---|---|
| open VCV<br>1 | open VCV<br>2 | VCCV<br>1 | VCCV<br>2 | |
| vacant | polite | custom | contain | |
| open VCV<br>1 | open VCV<br>2 | VCCV<br>1 | VCCV<br>2 | doublet<br>1 |
| program | decide | pencil | observe | worry |

## LONG VOWEL PATTERNS IN THE STRESSED SYLLABLE: FEATURE M

◇

| | | | | | |
|---|---|---|---|---|---|
| *a*<br>tablet | **aCe**<br>bracelet | ***ai***<br>afraid | ***ay***<br>decay | | **Words:**<br>**pp. 236–241** |
| *a*<br>perhaps | **aCe**<br>escape | ***ai***<br>failure | ***ay***<br>maybe | **open *a***<br>labor | |
| *e*<br>effort | **ee**<br>freedom | ***ea***<br>creature | ***ie***<br>belief | | |
| *e*<br>suggest | **short *ea***<br>leather | **ee**<br>degree | **long *ea***<br>repeat | | |
| *e*<br>engine | **ee**<br>asleep | ***ei***<br>ceiling | **open e**<br>fever | | |
| *i*<br>kitchen | ***i*Ce**<br>excite | ***igh***<br>highway | ***i*CC**<br>behind | | |
| *i*<br>chimney | **(short) *y***<br>symbol | ***i*Ce**<br>iceberg | **(long) *y***<br>hydrant | **open *i***<br>minus | |
| *o*<br>lobster | **oCe**<br>compose | ***oa***<br>goalie | **oCC**<br>postage | | |
| *o*<br>beyond | **oCe**<br>erode | **ow**<br>bowling | **open o**<br>locate | | |
| *u*<br>pumpkin | ***u*Ce**<br>perfume | **open *u***<br>student | | | |

Through this feature, students extend their within word pattern knowledge of vowels. Nearly all of the vowel patterns presented, except for those that are open, have already been studied. Even the open patterns are not entirely new as students have likely worked with words like *he, me, she, go, so, ho* at the previous stage. What is new is the context—namely, polysyllabic words. Since students are familiar with most of the patterns, several are contrasted at a time. Because there are often many different ways to represent a particular vowel sound, students will need to be particularly attentive to patterns during their exploration of this feature. As with all of the features, you should choose the sorts that are most appropriate for your students. Some individuals will need to complete only a few of the sorts listed; others may benefit from more extensive work with specific patterns or with a particular vowel.

A rudimentary knowledge of stress will be helpful to students, since they need to be able to identify the vowel pattern in the stressed syllable, and that syllable may not be the first. It is especially valuable when working with words that contain more than one of the patterns in a sort (*belief* and *compose*). For information on introducing syllable stress, see the section on homographs under "Other Features for Study."

# *R*-CONTROLLED VOWELS IN THE STRESSED SYLLABLE: FEATURE N

◇

| With Long and Short Vowel Patterns | | | | |
|---|---|---|---|---|
| ***ar***<br>harvest | ***are***<br>declare | ***air***<br>chairman | | **?**<br>parent |
| ***ar***<br>margin | ***air***<br>dairy | ***ar***<br>baron | | **?**<br>cherry |
| ***er***<br>thermos | ***short ear***<br>early | ***long ear***<br>weary | ***er***<br>heron | **?**<br>severe |
| ***ir***<br>thirsty | ***ire***<br>desire | | | |
| ***or***<br>forest | ***ore***<br>ignore | ***ur***<br>purple | ***ure***<br>secure | **?**<br>courthouse |

**Words:**
**pp. 242–245**

*R*-controlled vowel patterns continue to be troublesome for students at the syllable juncture stage because of their sound-alike nature. Here, too, just as with some of the other features at this stage, students must learn to recognize that this part of the word requires their attention and is particularly important to remember. Having students categorize their words by sound before moving on to examine pattern *and* sound contrasts will increase their awareness of which patterns they will be likely to confuse (see Figure 6-8).

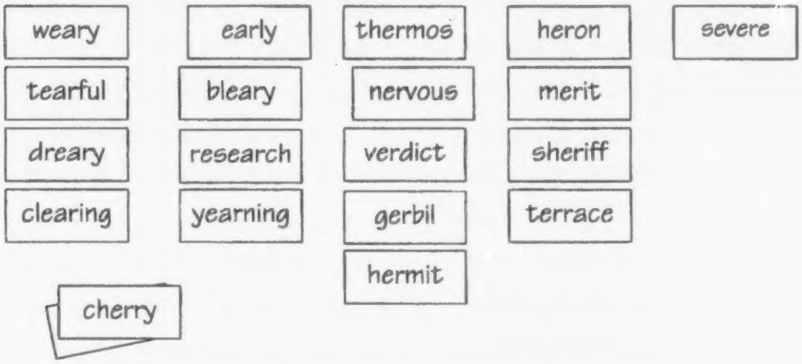

weary
tearful
dreary
clearing
early
bleary
research
yearning
thermos
nervous
verdict
gerbil
hermit
heron
merit
sheriff
terrace
severe
cherry

**FIGURE 6-8.** *R*-controlled patterns in the stressed syllable: A sound and pattern word sort.

## ABSTRACT VOWELS IN THE STRESSED SYLLABLE

| | | | | | |
|---|---|---|---|---|---|
| **long oo** | **short oo** | **oi** | **oy** | **?** | **Words: p. 246** |
| cartoon | woodland | avoid | loyal | jewel, steward | |
| **ou /ou/** | **ow /ou/** | **au** | **aw** | **?** | |
| county | coward | faucet | sawdust | disown, lower | |

As with other vowel patterns in the stressed syllable, students should already be proficient with the use of abstract vowels in single-syllable words. However, they may need reinforcement on their use in polysyllabic words. The contrasts above are just two possibilities. Redefine, limit, or expand the sorts according to your students' needs. If your students are already using this feature correctly in their writing, omit it; don't plan instruction around it just because it's here.

## UNSTRESSED SYLLABLE VOWEL PATTERNS: FEATURE O

Vowel patterns in unstressed syllables are some of the most difficult to spell due to the fact that sound provides no clue to the pattern. Each vowel (*a, e, i, o, u*), as well as combinations of vowels, can result in a schwa /ə/, or unstressed sound. Although this is again an aspect of the word that students must learn to focus their attention on, meaning does sometimes provide a clue to the spelling. As a result, this is a good place to integrate grammar with word study. I find books like *Many Luscious Lollipops: A Book about Adjectives* from Ruth Heller's series on parts of speech (see Figure 6-9) to be particularly helpful and interesting to students. What's more, the concepts presented in striking pictures and limited text progress from the simple to more difficult, making it possible to stop when ideas become too complex or begin in the middle and continue to the end.

I often begin the study of unstressed syllables by showing students a few words that have the same vowel pattern but a different stress. Words with *ain* work well for this. Some examples are *contain, regain, complain, explain, refrain* and *captain, certain, bargain, villain, curtain*. The stress on the *ai* in the first group provides the speller with a clear sound and narrows the possibilities for its representation to *ane, ain,* and possibly *ein*. By contrast, the unstressed context for the second set of words gives the speller little clue; there are many possibilities, including *an, en, in, on,* and *un*, none of which is correct. Although there are many ways to draw students' attention to the relative ease with which the first five words can be spelled compared to the last five, one especially effective way is to dictate words from both groups in random order and ask students to spell them. Discuss the responses when finished. Students are usually amazed to find that the same spelling pattern is used in all of them. This is a good time to point out that the unstressed syllable is definitely one that requires careful consideration.

## Literature Links

Heller, R. (1988). *Kites sail high: A book about verbs.* New York: Putnam & Grosset. From—"Verbs tell you something's done. Roses BLOOM and people RUN"—to a presentation of the "moods" and "voices" of verbs, this book runs the gamut.

Heller, R. (1989). *Many luscious lollipops: A book about adjectives.* New York: Putnam & Grosset. Articles, demonstratives, possessives, comparatives, superlatives, and more types of adjectives are covered.

Heller, R. (1990). *Merry-go-round: A book about nouns.* New York:Putnam & Grosset. Concrete nouns, abstract nouns, compound nouns, and how plurals are formed are addressed.

Heller, R. (1991). *Up, up and away: A book about adverbs.* New York: Putnam & Grosset. Ruth Heller's many examples clearly demonstrate the use of adverbs, a part of speech that is difficult for some students to grasp.

**FIGURE 6–9.** Books that highlight parts of speech.

| | | Final /ər/ | | | Words: pp. 247–249 |
|---|---|---|---|---|---|
| ***er* noun** | ***er* noun/verb** | ***er* adj./adv.** | | ? | |
| *(person)* | *(concrete)* | *(comparison)* | | | |
| miser | toaster, litter | cheaper | | doctor, author | |
| ***er* noun** | ***er* noun** | ***or* noun** | ***or* noun** | ? | |
| *(person)* | *(concrete)* | *(person)* | *(concrete)* | | |
| trooper | poster | sculptor | parlor | simpler | |
| ***er* noun** | ***er* adj./adv.** | ***or* noun** | ***ar* adj.** | ? | |
| *(person)* | *(comparison)* | *(person)* | *(concrete)* | | |
| archer | quicker | sponsor | stellar | sugar, beggar | |

| | | Final /ən/ | | |
|---|---|---|---|---|
| ***en* adj.** | ***en* verb** | ***on* noun** | | ? |
| golden | sharpen | button | | chicken, raisin |

| | | Final /əl/ |
|---|---|---|
| ***al* adj.** | ***el*** | ***le*** |
| legal | angel | angle |

Here are several meaning clues and other helpful hints for spelling unstressed syllables:

1. *Final /ər/.* Words pertaining to people (agentive nouns) tend to end with either *er* or *or*. Examples: *baker* and *governor*. Adjectives are *er* (comparisons) or *ar*. Examples: *bigger* and *rectangular*.

2. *Final /ən/.* Verbs end in *en* as do most adjectives. Examples: *deafen*, *sharpen*, *wooden*, and *swollen*. If the word is a noun, your best guess is *on*, as in *ribbon*, *lesson*, *bacon*, and *melon*.
3. *Final /əl/.* Words ending with *al* tend to be adjectives. Examples: *coastal* and *bridal*. When deliberating between *el* or *le*, it's helpful to consider that many more words end with *le* than with *el*. (Word hunts can make this apparent.) The letter that precedes the "ul" should also be considered. The consonants *b*, *c*, *d*, *g*, *k*, *p*, *t*, and *z* typically team up with *le* (*bubble*, *uncle*, *needle*, *beagle*, *twinkle*, *staple*, *title*, and *fizzle*). Another possible aid to spelling the final syllable is letter-sound knowledge. For example, remembering that a *g* or *c* followed by an *e*, *i*, or *y* has a soft sound (/j/ or /s/), leaves the speller with little doubt about which ending (*el* or *le*) to use for words like *angel*, *parcel*, *bugle*, and *circle*.

**Schwa Vowels**

| **long a** | **schwa a** | **long *i*** | **schwa *i*** |
|---|---|---|---|
| bacon | patrol | migrate | gossip |
| **long e** | **schwa e** | **long o** | **schwa o** |
| legal | velour | notice | atom |

**Words:**
**p. 250**
**(pp. 236–241)**

The above two sorts highlight the schwa as a single vowel, rather than as a common syllable pattern (*er*, *or*, *en*, *on*, *el*, *le*). There is not a rule that determines the spelling. However, having students examine the schwa in a variety of contexts will increase their awareness of how to pronounce syllables that contain a schwa and will sensitize them to the need to give careful study to unstressed syllables in their spelling. Figure 6-10 shows the results of a cooperative group word hunt for schwa vowels, using trade books. Note that additional unstressed syllable patterns are included in the supplemental word list section for this feature.

## OTHER FEATURES FOR STUDY

◇

### Plurals and Possessives

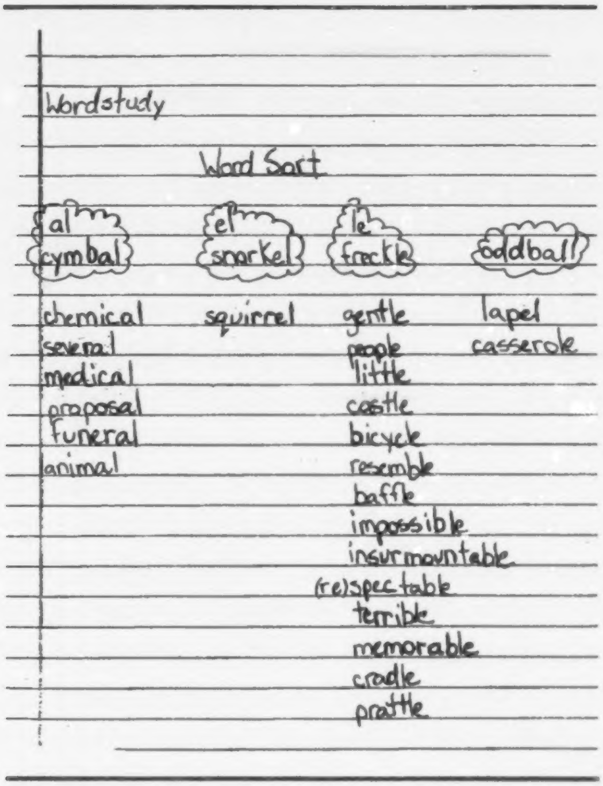
**With es and s**

| add s | add es | | |
|---|---|---|---|
| **consonant/e** | ***sh/ch*** | ***ss/s*** | ***x*** |
| horns, cakes | dishes, inches | guesses, gases | boxes |

**Words:**
**p. 252**

**With consonant-y**

| no change | | change y to *i* |
|---|---|---|
| **add s** | **add es** | **add es** |
| writers, pieces | classes | flies, ladies |



Wordstudy

Word Sort

| al<br>cymbal | el<br>snorkel | le<br>freckle | oddball |
|---|---|---|---|
| chemical | squirrel | gentle | lapel |
| several | | people | casserole |
| medical | | little | |
| proposal | | castle | |
| funeral | | bicycle | |
| animal | | resemble | |
| | | baffle | |
| | | impossible | |
| | | insurmountable | |
| | | (re)spectable | |
| | | terrible | |
| | | memorable | |
| | | cradle | |
| | | prattle | |

**FIGURE 6-10.** Word hunt findings: The schwa vowel.

After introducing students to the syllable juncture stage with a study of compound words, I often move on to *plurals*. Although plurals (words meaning more than one) are formed in different ways, there are generalizations that students can discover through their work with words that will help them avoid spelling difficulties. The three most useful are likely to be these:

1. The most common way to form a plural is to add *s* to the singular form of the noun (*cats* and *toys*).
2. Add *es* to words that end in *sh*, *ch*, *ss*, *s*, *x*, and in a very few cases *z* (*bushes*, *matches*, *guesses*, *buses*, *boxes*, and *quizzes*). When deciding between *s* and *es*, students can use sound as a clue to the correct ending. As they say the plural, if they hear a syllable *after* the base word or singular form of the word, there needs to be an *e* before the *s*, since every syllable has at least one vowel: *bush•es*, not *bushs*, and *tents*, not *tent•es*).
3. In words that end with *consonant-y*, the *y* is changed to an *i* before *es* is added (*cry/cries* and *baby/babies*). Plurals are formed with *vowel-y* words by simply adding *s* (*turkeys* and *valleys*).

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Students may discover other generalizations about less frequently occurring plural forms. In some words with final *f*, the *f* is changed to a *v* before the *es* is added (*wife*, *half*, *leaf* → *wives*, *halves*, *leaves*). Plurals for nouns ending in *o* are sometimes formed with *s* and sometimes with *es*. Confusions are common with this type of plural form—*potatos* or *potatoes*? Although the more frequent pattern is *os*, there are numerous words with *oes*; encourage students to check the dictionary when making an *o*-ending word plural. For some words, the plural form is the same as the singular (*deer* and *sheep*); for others the base word itself is changed when the plural is made (*tooth/teeth* and *mouse/mice*). Marvin Terban's *Your Foot's on My Feet and Other Tricky Nouns* is an enjoyable book that highlights nearly a hundred irregular plurals.

Many students confuse *possessives*, nouns and pronouns that show ownership, with plurals (*The boys' caps were on the ground* versus *The boys walked down the road*). They erroneously include an apostrophe in a plural (*The boys' walked* . . .) and omit or misplace apostrophes in possessives (*The boys caps* . . . or *The boy's caps* . . .). The problem can usually be cleared up through writing workshop minilessons, which help students discover how possessives are formed and when to use them, and through reinforcement when students edit their writing pieces. Students are likely to notice the following:

1. For singular nouns and plural nouns that do not end in *s*, add apostrophe *s* (*girl/girl's*, *house/house's*, and *children/children's*).
2. For plural nouns that end in *s*, just add the apostrophe (*cars/cars'*, *babies/babies'*, and *kittens/kittens'*).

Other generalizations are more subtle and may need to be pointed out. For example, in some words the possessive can be formed by either adding just an apostrophe or by adding *s* and the apostrophe. Most of these words are proper nouns (*Chris' book* or *Chris's book*), but some are singular nouns that end in *s* (*iris' petal* or *iris's petal* and *atlas' cover* or *atlas's cover*). Also, students will likely find it interesting to learn that an apostrophe is sometimes used to show the *plural* of numbers and letters (*1990's* and *ABC's*).

## Prefixes and Suffixes

Prefixes and suffixes, also known as *affixes*, are units of meaning (morphemes) that are attached to a base word or root. In the word *rebuilding*, *re* is the prefix, *build* is the base word, and *ing* is the suffix. As students work with prefixes and suffixes, be sure they have opportunities to examine words that have a double consonant at the juncture of the base word and affix (*unnoticed*, *really*, *thinness*). Words of this type encourage students to think about the base word and its affix and the fact that they are two distinct meaning units. *Mispell* is an error frequently made by students. Conscious thought that the word is comprised of a prefix, *mis* ("wrong"), and a base word, *spell*, and that the two are joined to create the word *misspell* can help students avoid this and other such errors. Exceptions, such as *relish* and *forest* below, are good to include for this same reason. These words appear to have prefixes, but in fact do not. *Re* and *fore* are merely the beginning letters of base words. Students who use sight alone to make their decisions will incorrectly categorize such words. Meaning needs to be taken into account.

**Prefixes**

**Words: pp. 253–255**

| | | | | |
|---|---|---|---|---|
| ***un***<br>unwrap | ***re***<br>rebuild | ***dis***<br>disarm | | **?**<br>relish |
| ***un***<br>untie, unnamed | ***en***<br>enlarge | ***mis***<br>misuse, misspell | | **?**<br>misty |
| ***re***<br>retrace | ***in***<br>indoor, inflame | ***fore***<br>forehead | ***pre***<br>precut | **?**<br>forest |

**Suffixes**

| | | | | |
|---|---|---|---|---|
| ***ful***<br>earful | ***less***<br>careless | ***ness***<br>coolness | ***ly***<br>loudly, really | **?**<br>belly |

Unlike suffixes such as *ed* and *ing* that begin with a vowel, those that start with a consonant rarely require *e*-drop or doubling. Rather than telling students this, you can help them discover the difference. Choose base words, such as those below, to which both types of suffixes can be added. Ask students to sort the words with the vowel-beginning suffix into *e-drop*, *double*, and *no change* categories. When finished, they can match the second set of words with the first (see below), and then discuss their observations. You may want to have students highlight the suffix in each word prior to the discussion in order to draw their attention to the remaining letters of the base word.

| *E*-drop | | Double | | No change | |
|---|---|---|---|---|---|
| brav*er* | brave*ly* | sadd*er* | sad*ly* | deep*er* | deep*ly* |
| clos*er* | close*ly* | hott*er* | hot*ly* | cheap*er* | cheap*ly* |
| lat*er* | late*ly* | flatt*er* | flat*ly* | short*er* | short*ly* |
| wid*er* | wide*ly* | | | hard*er* | hard*ly* |

**E-Drop, Double, and No Change with Suffixes**

| | | |
|---|---|---|
| **no change + *er/est***<br>smaller, cheapest | **e-drop + *er/est***<br>wider, closest | **double + *er/est***<br>flatter, saddest |
| **no change + *y***<br>grouchy | **e-drop + *y***<br>shaky | **double + *y***<br>yummy |

The final suffix comparison is more difficult because it involves two-syllable base words. You may want to reserve it for later in the stage.

**Spelling Changes with Suffixes—*y* to *i***

| | | | |
|---|---|---|---|
| ***y* to *i* + *est***<br>noisiest | ***y* to *i* + *ful***<br>beautiful | ***y* to *i* + *ness***<br>happiness | ***y* to *i* + *ly***<br>busily |

## Homographs

Homographs are words that are spelled alike but that have different pronunciations and different meanings—*read/read, bow/bow*. Polysyllabic homographs, like those discussed in this section, are a good way to introduce students to syllable stress (see feature L) because the differences in their pronunciation stem directly from stress variations—ADdress and adDRESS. The study of stress is important for both spelling and reading. Being able to identify which syllable is stressed and which is not aids students in learning to spell words. In reading, knowing how to shift the stress from one syllable to another helps students decode words they have heard before but are unable to identify in print.

**Homographs**

| **stress 1** | **stress 2** |
|---|---|
| address (residence) | address (to direct words to) |
| desert (dry place) | desert (to go away from) |
| object (a thing) | object (to oppose) |
| present (gift) | present (to give to) |
| convict (criminal) | convict (to prove guilty) |
| minute (60 seconds) | minute (tiny) |

**Words:** p. 256

Homographs can also be used to focus students' attention on meaning connections related to stress placement. For example, in two-syllable homographs, nouns typically have a stress on the first syllable and verbs on the second; adjectives vary. To examine this concept with students, ask them to sort homographs into stress-related categories (stress 1 or 2), going with the pronunciation and meaning that first comes to mind. Share and discuss their results and observations.

## More Homophones

Homophones of more than one syllable are studied at this stage. Although meaning is a central issue, students can also key their attention to spelling differences by categorizing their words according to where the spelling variation occurs—stressed syllable, unstressed syllable, or both. Card games like Concentration and Homophone Rummy can be used to reinforce understandings. For Homophone Rummy directions and a list of homophone and word play books, see "Other Features for Study" in Chapter 5.

**Identifying Spelling Differences in Homophones**

| **stressed 1** | | | | **stressed 2** | |
|---|---|---|---|---|---|
| morning | mourning | | | review | revue |
| **unstressed 1** | | | | **unstressed 2** | |
| accept | except | | | bridal | bridle |
| **unstressed 1** | | **unstressed 2** | | **stressed & unstressed** | |
| affect | effect | council | counsel | cymbal | symbol |

**Words:** p. 257

## Final /k/ Sound Revisited

At the within word pattern stage, students examined words ending in *ck, ke,* and *k.* Two new patterns for the final /k/ sound occur in polysyllabic words: *c* and *que*. They provide an opportunity for students to take a second look at this feature during their syllable juncture experiences. The *c* spelling is by far the most common pattern in polysyllabic words. Many words of this type are adjective forms of base words (*angelic, graphic, allergic, atmospheric*). Although *que* is relatively uncommon, its unique spelling makes it interesting to study.

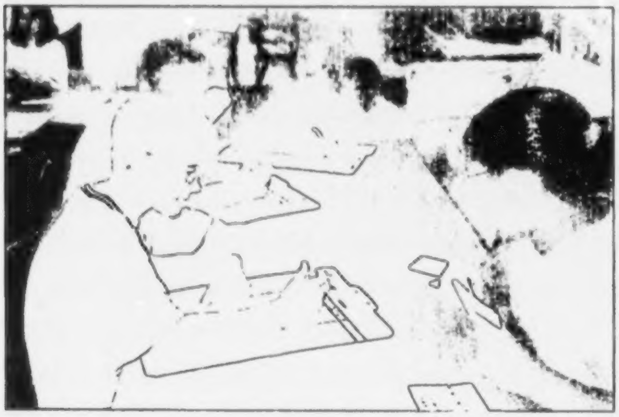
| | | | | | |
|---|---|---|---|---|---|
| ***ck*** | ***ke*** | ***k*** | **c** | | **Words:** |
| seasick | awake | remark | plastic | | **p. 258** |
| ***ck*** | ***ke*** | ***k*** | **c** | ***que*** | |
| hammock | dislike | cornstalk | cubic | antique | |

The inflectional *ed* and *ing* endings are sometimes added to certain of the *c* words. These present a special challenge worth investigating. In order to maintain the /k/ sound before the *e* or *i* that follows, the letter *k* must be added. Thus, it is not *picnicing*, or *panicing*, but *picnicking, panicking, frolicking*, and so on.

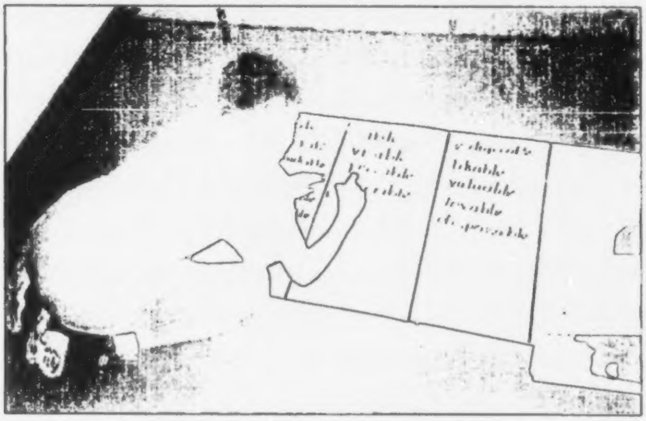
CHAPTER 7

◇

# Derivational Constancy Word Study



*A small group of students complete a blind sort.*



*A student records words during a cooperative group word hunt.*

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### *Chapter at a Glance*

Literacy Development of Students at the Derivational Constancy Stage: An Overview
Orthographic Features Explored
  Silent and Sounded Consonants: Feature P
  Consonant Changes (Alternations): Feature Q
  Vowel Changes (Alternations): Feature R
  Latin-Derived Suffixes: Feature S
  Doubling with Polysyllabic Base Words
  Homographs and Plurals Revisited
  Assimilated Prefixes: Feature T
  Greek and Latin Roots

◇

Students who reach this final stage of spelling development are proficient readers and writers. Many of the words they encounter in their reading are of lower frequency and of Greek and Latin origin. For example, a random selection of four consecutive pages from books enjoyed by skilled readers in the upper-elementary and middle-school grades produced the following Latin- and Greek-based words:

> *Redwall* by Brian Jacques (1986)—fantasy, Chapter 1: cloisters, novice, enormous, Abbot, immediately, solemnly, expression, dignity, humility, experience, sedate, conversed, nonchalantly, successive, generation, magnificent, chronicle, impressive, admiration, courageous, orphaned, victorious, transformed, vocation, impoverished, ambitions, celebrate, benignly.
>
> *The Witch of Blackbird Pond* by Elizabeth George Speare (1958)—historical fiction, Chapter 15: occasionally, demonstration, governor, opposite, commanding, cavalier, elegantly, defiance, reception, discipline, magnificence, procession, confidence, resignation, presence, sanctuary, astonishment, reverently, disappeared, afford, annexed, appointed, acknowledged.
>
> *Eleanor Roosevelt: A Life of Discovery* (Freedman, 1993)—biography, Chapter 4: complexion, cordially, assassin's, reception, expedition, relative, admission, inadmissible, exuberant, strenuous, eligible, disappoint, attentive, confided, respectable, inexperienced, solemnity, suspected.

Clearly, a well-developed vocabulary is needed for students to comprehend such text. Strategic knowledge is also important. Context clues—other words in the sentence or paragraph—are one aid to word recognition and meaning that students should use. Structural analysis—identifying meaningful word parts (base word, root, prefixes, and suffixes)—is a second. At the derivational constancy stage, students become aware of another strategy for understanding and spelling words—the spelling–meaning connection.

The principle that words related in meaning tend to be related in spelling is a powerful one (Templeton, 1983). Sounds that are obscure and give no clue to spelling in one word are often obvious in a related form, as in *relative/relate* and *solemn/solemnity*. Students can clear up many spelling confusions by associating related words. Spelling/meaning connections also aid students' memory and understanding of new vocabulary. Consider the likely unfamiliar words *sedate* and *impoverished* from *Redwall*. Students who are familiar with *sedative*, *sedentary*, or *poverty* can use their knowledge of these words to grasp and remember the two previous words.

Because much of the focus at this stage is on derivationally related words, in the spelling feature discussions that follow, *pairs* of words are often presented. This makes it easier for you and students to detect the relationships. The first features addressed in this chapter are those that involve changes in consonant or vowel sounds (*haste/hasten*, *critic/criticize*, *invite/invitation*). Later feature studies extend students' understanding of previously explored features, such as suffixes and prefixes, and initiate an examination of Greek and Latin roots. As at other stages, be sensitive to your students' needs. Some groups of students may understand a feature after just a few sorts, other may need more.

## SILENT AND SOUNDED CONSONANTS: FEATURE P

◇

| silent | sounded |
|---|---|
| muscle | muscular |

**Words:**
**p. 261**

This feature looks at words that have a silent consonant in one word and a sounded one in another, as in *condemn/condemnation* and *benign/benignant*. Although the list of words for this feature is not extensive, "Silent and Sounded Consonants" provides an excellent starting point for study at this stage of spelling development. An awareness of the relative ease of spelling the "sounded" word compared to the "unsounded" encourages learners to consider derived forms when trying to spell words. Most students do not make such connections on their own.

## CONSONANT CHANGES (ALTERNATIONS): FEATURE Q

◇

Consonant alternations usually involve a sound change within related words. Compare the sounds of *t* in *instruct* and *instruction* or *c* in *office* and *official*. Students who are aware of derivational constancies think about the meaning connections between related words when they try to spell difficult words. They know that sound is not a reliable clue (*discussion*, not DISCUSTION; *criticize*, not CRITISIZE). Although consonant alternations sometimes require spelling changes, these tend to be predictable and can be approached through a study of word families. Notice, for example, the consistency of the spelling changes in the following group of words—*assume/assumption, consume/consumption, resume/resumption*).

| /shan/ | | | | **Words:** **pp. 262–266** |
|---|---|---|---|---|
| *t* | *t + ion* | *ss* | *ss + ion* | |
| direct | direction | express | expression | |
| *t* | *t + ion* | *c* | *c + ian* | ? |
| adopt | adoption | magic | magician | tempt, temptation |
| *te* | *e-drop + ion* | *se* | *e-drop + ion* | |
| educate | education | televise | television | |
| *de* | *de-drop + sion* | *d* | *d-drop + sion* | |
| explode | explosion | extend | extension | |

| **Predictable Spelling Changes by Word Family** | | | | |
|---|---|---|---|---|
| *t* | *t-drop + ssion* | *be* | *be-drop + ption* | |
| admit | admission | describe | description | |
| permit | permission | prescribe | prescription | |
| omit | omission | inscribe | inscription | |

| **Other Alternations with c, ce, and t** | | | | |
|---|---|---|---|---|
| *ce* | *e-drop + ial* | *t* | *t + ial* | ? |
| office | official | part | partial | essence, essential |
| *ce* | *e-drop + ious* | *c* | *c + ize* | |
| malice | malicious | public | publicize | |

When you walk students through this feature, be sure to provide them with both forms of the word. One way to approach the exploration is to ask students to pair up the words, then have them check for sound or pattern consistencies that can be used to further subdivide the list. Once this is accomplished, discuss their findings and see if any generalizations can be made. For example, in Figure 7-1 students are likely to notice that even though there is a change in sound between the base word and its derived form, the spelling remains constant: *object/objection* and *magic/magician*. They may also discover that the final syllable is pronounced /shən/ regardless of whether *ion* or *ian* is used, and that *ian* signals a person *(musician)*. You can reinforce their understanding of the latter by talking about other *ian* words, like *Egyptian, librarian, Indian*.

When students engage in word hunts with this feature (and others that involve related words), have them find one form of the word and then generate the other through discussion. This encourages group problem solving and leads to the clarification of ideas. I once observed a small group of fifth graders cooperating on a hunt of this type. After successfully finding the word *educate* and quickly making the match, *education*, they were

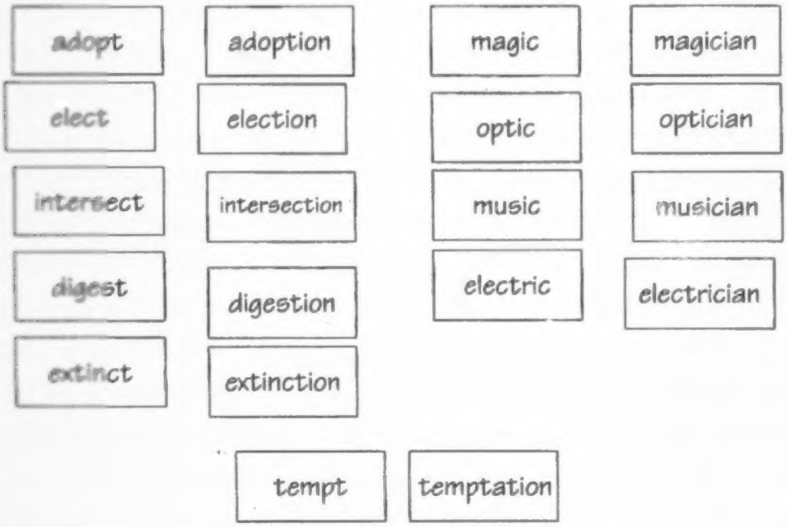

adopt
adoption
magic
magician
elect
election
optic
optician
intersect
intersection
music
musician
digest
digestion
electric
electrician
extinct
extinction
tempt
temptation

**FIGURE 7-1.** Discovering spelling–meaning connections in words with consonant alternations.

puzzling over a newly found word—*publication*. Although "publicate" had been suggested as the match, some group members rejected it. A lively discussion followed, and soon *publish* was established as the appropriate choice.

## VOWEL CHANGES (ALTERNATIONS): FEATURE R

◇

Most vowel alternations entail a change in the sound of a vowel pattern from one related word to another, but no change in spelling. Vowels alter from long to short (*please/pleasant*), long to schwa (*able/ability*), and schwa to short or short to schwa (*mobile/mobility* or *prohibit/prohibition*). (Alternations of the last type are grouped together in this book under the heading "short to schwa.") As at the syllable juncture stage, words with a schwa are the source of numerous spelling difficulties because sound is no help. For example, when writing a word like *definition*, students often wonder whether to use an *a*, *e*, *i*, *o*, or *u* in the second syllable. To gain a clue to the correct spelling, they need only think of a related word where the vowel sound is clear—*define*. Like consonant alternations, vowel alternations occasionally require spelling changes. However, these tend to involve families of words and are therefore predictable.

When students first begin to work with vowel alternations, be sure that they have access to both forms of the word. As they develop the habit of thinking of a related word,

Words:
pp. 267–268

**Long to Short**

| **long *a*** | **short *a*** | **long e** | **short e** |
|---|---|---|---|
| volcano | volcanic | athlete | athletic |
| **long *i*** | **short *i*** | **long *u*** | **short *u*** |
| revise | revision | produce | production |

**Long to Schwa**

| **long *a*** | ***a* (schwa)** | **long *i*** | ***i* (schwa)** |
|---|---|---|---|
| relate | relative | combine | combination |
| **long o** | **o (schwa)** | **long e** | **e (schwa)** |
| oppose | opposition | comedian | comedy |

**Short to Schwa**

| **short *a*** | ***a* (schwa)** | **short e** | **e (schwa)** |
|---|---|---|---|
| emphatic | emphasis | excel | excellent |
| **short *i*** | ***i* (schwa)** | **short o** | **o (schwa)** |
| critic | criticize | ecology | ecological |

the partner words with their obvious spellings can be phased out. I sometimes introduce this feature with a dictation. I select six to eight words with alternations and dictate them to the students. Examples include *preparation*, *stability*, *comedy*, *combination*, *definition*, and *restoration*. Usually few, if any, of the students think that they have spelled all the words correctly. I go over the correct spellings with them, and we discuss the part of the word that gave them the most difficulty. Invariably, it is the schwa. In fact, even in a small group of students, you're likely to find that all five vowels were tried for some of the words. I then demonstrate the value of a related word by eliciting from them match-ups for the dictated words—*prepare/preparation*, and so on. These are written on the chalkboard, transparency, or word cards for their viewing. Students (and adults) are usually delighted to make this meaning connection and motivated to discover other word applications.

**With Predictable Spelling Changes**

*y* → *i*

classify classification
certify classification

*ai* → *a*

exclaim exclamation
explain explanation

*ai* → *e*

detain detention
retain retention

*ei* → *e*

receive reception
deceive deception

## LATIN-DERIVED SUFFIXES: FEATURE S

***able* and *ible***

Words:
pp. 269–275

| | | |
|---|---|---|
| **base + *able***<br>afford affordable | **root + *ible***<br>aud- audible | **?**<br>impecc- impeccable |
| **base + *able***<br>prefer preferable | **e-drop + *able***<br>excite excitable | **?**<br>notice noticeable<br>change changeable |
| **e-drop + *able***<br>measure measurable | **ate-drop + *able***<br>separate separable | **y to *i* + *able***<br>certify certifiable |

***ant/ance/ancy* and *ent/ence/ency***

| | | |
|---|---|---|
| ***ant***<br>brilliant | ***ance***<br>brilliance | ***ancy***<br>brilliancy |
| ***ent***<br>emergent | ***ence***<br>emergence | ***ency***<br>emergency |

***ary, ery,* and *ory***

| | | |
|---|---|---|
| ***ary***<br>honorary | ***ory***<br>territory | ***ary, ery, ory***<br>salary, surgery, memory |

***ity***

| | | |
|---|---|---|
| **base + *ity***<br>**no change**<br>original originality | **e-drop**<br>extreme extremity | ***ble* → *bil***<br>sensible sensibility |

At the syllable juncture stage students learned to join basic suffixes (like *ly*, *ful*, and *er*) to base words and to understand how their addition affects the word meaning. Here, students expand their knowledge by exploring suffixes that often sound alike (*able/ible* and *ant/ent*). Sometimes there are principles at work, and an understanding of them can aid students' spelling. At other times, students simply need to realize that this is the part of the word that is likely to be confused during writing and will need their attention.

Consider *able* and *ible*, for example. Generally, when the suffix follows a base word, *able* is used—*reasonable*. If it follows a root that is not a full word, *ible* is used—*feasible* (see Figure 7-2). There are exceptions, but these are sometimes predictable. For example, roots sometimes require *able* in order to maintain a hard *c* sound: *amicable* and *impeccable*. With base words, a soft *c* or *g* is usually preserved by retaining the final *e* before adding *able* (*changeable* and *serviceable*), rather than by adding *ible*. The suffix also varies for words ending in *se* and *consonant-t*; it is best to check the dictionary for these.

The suffixes *ant/ent*, *ance/ence*, and *ancy/ency* can be particularly troublesome. It does help to realize that if you can spell one form of the word, you can spell the rest since

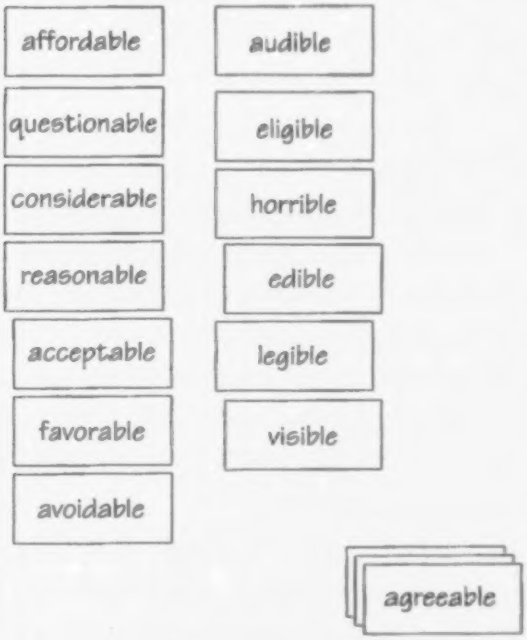


**FIGURE 7-2.** Categorizing words by pattern to discover consistencies in the use of *able* and *ible*.

the vowel remains constant (*relevant, relevance, relevancy*). Because of this consistency across forms, these suffixes are best studied as separate families—those with *ant/ance/ancy* as a group and those with *ent/ence/ency* as another—before they are compared.

When students address this feature in their studies, I like to share Cathi Hepworth's book, *Antics*. Although it is an alphabet book, more mature audiences best appreciate its humor. Each letter of the alphabet introduces a word with the letters *ant* in it. The letters do not represent suffixes in many of the words, but Cathi Hepworth's wonderful, detailed illustrations that depict the meanings of such words as *brilliant*, *deviant*, *hesitant*, *nonchalant*, and *observant* through ant-like characters are well worth a look. Students may enjoy creating their own illustrations for other *ant* (or *ent*) words.

Words ending in vowel-*ry* vary in difficulty. For some, the appropriate ending is relatively easy to determine because sound provides a hint (*monetary, necessary, customary,* and *allegory, category, dormitory*). Others are more challenging due to the schwa (*boundary, treachery, accessory*).

The suffix *ity* can also be problematic. Students frequently misrepresent it as *ety* or *aty*. Highlight the correct spelling by having them examine words with the suffix. The *ity* contrasts presented at left will help students learn how the suffix attaches to different words.

## OTHER FEATURES FOR STUDY

◇

### Doubling with Polysyllabic Base Words

| | With *ed* and *ing* | |
|---|---|---|
| **double** | **no change** | **?** |
| propelled | explained existed limited | *exhibited* |
| **double** | **no change** | **?** |
| beginning | repeating collecting entering | *inhabiting* |
| | **With Other Suffixes** | |
| **double** | **no change** | **?** |
| regrettable | appearance supporter<br>honorable reference | *regretful*<br>*developed* |

**Words:**
**p. 276**

At some point during the derivational constancy stage, students need to reexamine the doubling principle with a focus on polysyllabic base words. Base words of more than one syllable introduce a new player to the doubling scene—syllable stress. Words with a single vowel preceding a single final consonant still require doubling when the suffix starts with a vowel, but only if an additional condition is met. The final syllable of the base word must be stressed. So, for example, in *ocCURred*, *ocCURring*, *ocCURrence*, *reFERred*, and *reFERring*, doubling takes place, but in *REFerence* it does not. This is a valuable feature for students to study and one soon grasped with experience.

To heighten students' interest in learning how doubling works with polysyllabic words, begin this feature study by dictating several words that do and don't require doubling (be sure the stressed syllable varies). Go over the responses, but do not discuss the principles at work. Students will likely have numerous doubling-related errors. Then say something like "Doubling is a little more tricky when you're dealing with base words of two or more syllables. Today as you work with your words I want you to try to discover a way to tell when you should and should not double the final consonant." Have students explore their words through an open sort, or guide them through their investigation by asking them to start with a sound sort based on syllable stress. Students can self-check their word placements by reading aloud each group of words (see Figure 7-3). A misplaced word upsets the rhythm of an otherwise steady syllable beat. Next, suggest that students look for pattern consistencies in each column by focusing on the final syllable of the base word. Have them subdivide the stress categories to reflect these patterns (see Figure 7-4). Discuss the results and possible generalizations for when to add *ed* to polysyllabic words. If necessary, prompt students to consider both sound and pattern characteristics. The response of keen observers may be something like "Double the final consonant and add *ed* to a word that has more than one syllable, when the final syllable ends in one consonant, has one vowel, and is stressed." As a follow-up, you may want to return to the initial set of dictated words and see if students understand their errors.

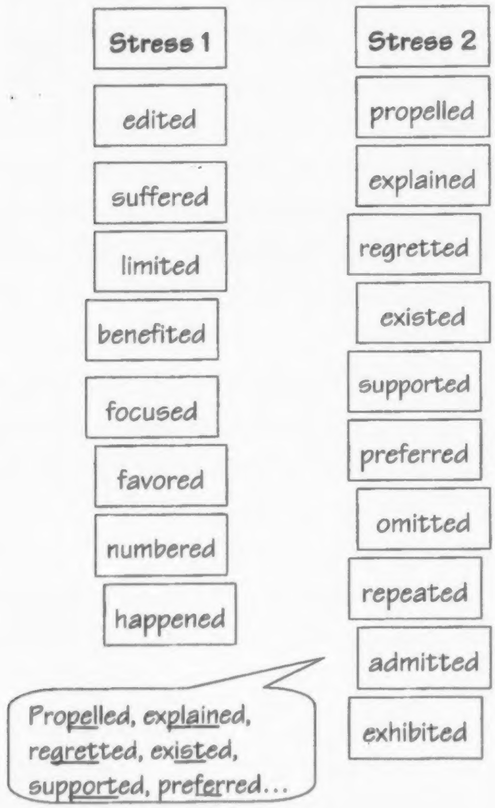

Stress 1
edited
suffered
limited
benefited
focused
favored
numbered
happened
Stress 2
propelled
explained
regretted
existed
supported
preferred
omitted
repeated
admitted
exhibited
Propelled, explained, regretted, existed, supported, preferred...

**FIGURE 7-3.** Learning how doubling works with polysyllabic base words–starting with sound (syllable stress).

When you select words for this feature, be sure that the "no change" category includes words with a first syllable stress (such as, *LIMited, ENtering, HONorable*) as well as words with a stress on the final syllable of the base that do not end in a single consonant or do not have just one vowel (such as *exISTed, colLECTing, supPORTer, exPLAINed, apPEARance*). The "?" words encourage students to think and assist them in drawing accurate conclusions about the principle at work. For example, the three-syllable base word in the sort in Figure 7-3 (*exhibited)* helps student recognize the final syllable as the one that must be stressed for doubling to occur, not the second. When students classify a word like *exhibited* or *developed* as an oddball, they are likely to generalize that doubling occurs when the second syllable of the base word is stressed. As you discuss their generalization, ask them if there is a way to refine it so that there are no exceptions.

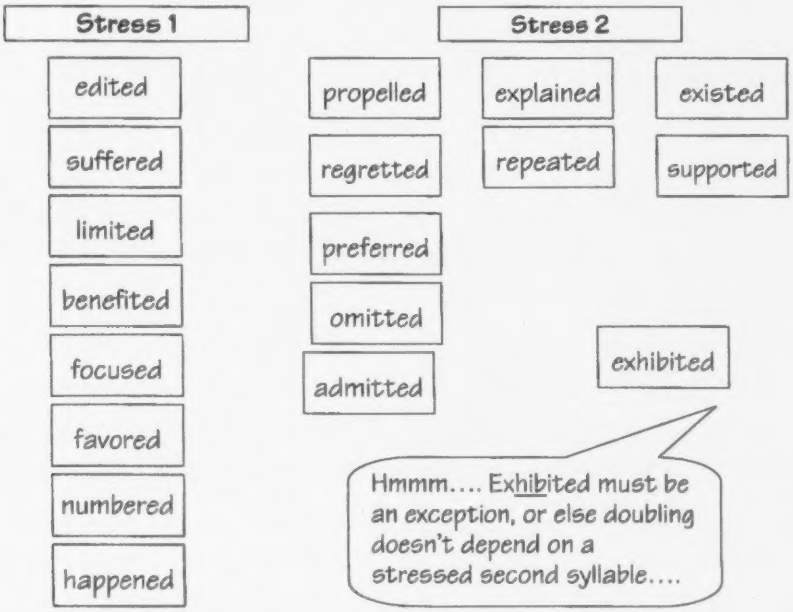

Stress 1
edited
suffered
limited
benefited
focused
favored
numbered
happened
Stress 2
propelled
regretted
preferred
omitted
admitted
explained
repeated
existed
supported
exhibited
Hmmm.... Exhibited must be an exception, or else doubling doesn't depend on a stressed second syllable....

**FIGURE 7-4.** Learning how doubling works with polysyllabic base words–moving on to a focus on sound (syllable stress) and pattern.

You should note that base words that end in *el* can usually be written with either a doubled final consonant or without, regardless of the stress (*traveled* or *travelled* and *canceled* or *cancelled*).

## More Homographs

The rime *ate*, which is very common in single-syllable words (*plate* and *date*), also occurs frequently in polysyllabic words (*dedicate*, *confiscate*). Many of these *ate* words are homographs, words that are spelled alike but have different pronunciations and different meanings, as in *separate the clean clothes from the dirty* and *they went their separate ways*. Unlike the homographs presented in Chapter 6, the *ate* family does not involve a shift in stress from one word to the other, just a change in vowel sound. In the verb form the *a* is long; in the adjective and noun forms it changes to a short *i*. To aid students' reading and writing of this type of word, share a couple of examples and then have students brainstorm or hunt for others.

**Words: p. 277**

## More Plurals

**Words:**
**p. 278**

Numerous Latin-based words form plurals in ways other than those discussed in Chapter 6. These words include *crisis/crises*, *bacterium/bacteria*, *persona/personae*, and *radius/radii*. Many of them relate to scientific terminology. Students at the derivational constancy stage are ready to learn such alternate plural forms and usually enjoy their novelty. Adding the customary *s* or *es* is often an option, as in *hippopotamus*, *hippopotami*, and *hippopotamuses*. Students may recall or come across other unusual plural forms in their reading, like *beau/beaux* and *chateau/chateaux* or *virtuoso/virtuosi* and *antipasto/antipasti*.

## ASSIMILATED (ABSORBED) PREFIXES: FEATURE T

◇

Often, in words of Latin origin, the final letter of a prefix is *assimilated*, or absorbed, into the base or root that follows it, resulting in a double consonant—*in* + *literate* = *illiterate*. Unlike many of the syllable juncture doubling dilemmas, this type of issue is best resolved through meaning. For example, writers who know that *irresponsible* means "*not* responsible" realize that two *r*'s are needed to maintain the meaning connection. This spelling feature is the most difficult one assessed by the Developmental Spelling Analysis (Ganske, 1999). Indeed, students need considerable prior knowledge about affixation and word roots in order to explore the feature completely. Because meaning connections are more obvious between prefixes and base words, feature work should start with these and then move on to prefixes and roots—*immature* ("not mature") versus *immense* ("not measured").

**Assimilation with Base Words**

**Words:**
**pp. 279–283**

*in* "not"

*in* + **base**
*in* + correct = incorrect
*in* + numerable = innumerable

*im* + *m*-**base**
*in* + mortal = *immortal*

*il* + *l*-**base**
*in* + legal = *illegal*

*ir* + *r*-**base**
*in* + relevant = *irrelevant*

| *ad* "to, toward" | *com* "with, together" | *sub* "under, lower" |
|---|---|---|
| *ad* | *com* | *sub* |
| adjoin | compassion | subconscious |
| account | colleague | suffix |
| affix | connote | suppress |
| approve | correspond | surround |

| *dis* "opposite of, apart" | *ex* "out, from" | *ob* "toward, against" |
|---|---|---|
| *dis* | *ex* | *ob* |
| disadvantage | exterminate | obnoxious |
| dissatisfy | effuse | offend |
| diffuse | | opposition |

A good place to begin exploration of this feature is with the prefix *in*, because it is prevalent in both assimilated and nonassimilated forms. Words of the latter type should include examples like *innumerable*, where a doubled consonant results even though there is no assimilation. Introduce the sort by asking students to examine their words for consistencies. They are likely to notice that some have a doubled consonant and some do not and that all of the words start with the letter *i*. Due to its disguise, they may not realize that the prefix *in* is present in all of the words. If they don't, suggest that they consider meaning to discover other similarities and differences. Ultimately, they should recognize the meaning connection ("not" in this case) and hypothesize that the spelling of the base word has influenced the spelling of the prefix. Point out that at one time the prefix was spelled *i-n* in all of the words. But because speech tended to blend the last letter of the prefix in some words with the beginning of the base, the spelling eventually changed to match the way people pronounced the word. Students may want to try saying a few of the words with assimilated prefixes as they were originally written to see how awkward it is—*inmeasureable* and *inlogical*—and to notice how the tongue has a natural tendency to merge the two sounds.

Before students examine assimilation with roots, they should have opportunities to learn about Greek and Latin roots. This integration will provide students with the necessary scaffolding to understand the meaning connection, and thus the assimilation, in words like *immense*. A working knowledge of prefixes, roots, and their assimilation enables students to unravel words that may otherwise seem a tangle of doubled consonants and helps them remember their spellings—*accommodate* = *ad* + *com* + *mod* + *ate* (two prefixes + the root + the verb ending. Recognition of such meaningful word parts also aids students in comprehending and recalling word meanings.

**Assimilation with Roots**

**Words: pp. 279–283**

*ad, com, in*

| *ad* | *com* | *in* |
|---|---|---|
| adhesive | companion | incubate |
| addict | commemorate | innate |
| *ac*cept | co*l*lision | *il*luminate |
| *af*fable | co*r*ruption | *im*merse |
| *ap*prehend | connection | *ir*rigation |

*dis, ex, ob, sub*

| *dis* | *ex* | *ob* | *sub* |
|---|---|---|---|
| disdain | excavate | obstruct | subjugate |
| disseminate | *ef*ficient | *oc*casion | *suc*cinct |
| *dif*ference | *ec*centric | *of*fensive | *suf*focate |
| | | *op*portunity | *sug*gestion |

If the etymological, or derivational, information presented in dictionary entries is unfamiliar to students, this is a prime time to introduce it. Not only will it help them trace the assimilation of the prefix and base word or root; it will also provide them with root meanings. Word etymologies are presented in brackets immediately after the pronunciation in some dictionaries and at the end of the entry in others.

## GREEK AND LATIN ROOTS

**Words:**
**pp. 284–297**

**Number-Related Prefixes**

| | | |
|---|---|---|
| **mono** | **bi** | **tri** |
| monorail | biweekly | triangle |
| **penta** | **octa** | **deca** |
| pentagon | octagonal | decade |
| **uni** | **quad(ri)** | **cent(i)** |
| unicycle | quadrangle | centennial |

**Study of Common Greek Roots *(cycl and auto)***

Continue study with other common Greek roots.

**Study of Common Latin Roots (*aud* and *spect*)**

Continue study with other common Latin roots.

**Further Study of Prefixes**

**Study of Less Common Roots (*fer* and *miss/mit*)**

Continue study with other less common roots.

*Roots* are meaningful parts of words to which affixes (prefixes and suffixes) are added. Roots and affixes are *morphemes*—namely, the smallest meaning units. Morphemes are either *free* or *bound*. Free morphemes are independent and can stand by themselves (*read, taste*). They are known as base words or *root words*. By contrast, bound morphemes are nonwords. Word roots and affixes are bound morphemes; they are dependent and cannot stand alone. Consider two examples. The word *tapes* has two morphemes—*tape*, which is free; and *s*, which is a bound morpheme used to indicate a plural. By contrast, although *inaudible* has no free morpheme, it does have three bound morphemes—the prefix *in*, which means "not"; the suffix *ible*, which means "able"; and the root *aud*, which comes from a Latin word meaning "to hear."

Many words in English have been borrowed from the Greek and Latin languages and share common roots. As a result, families of words abound. By organizing vocabulary study around these root families, students have opportunities to explore the meanings of roots and to extend their understanding to unfamiliar words through the use of analogy. For example, *spect* is a Latin root that means "to see"; knowing this, makes it easy for students to deduce that all of the following words have something to do with seeing: *spectator*, *spectacles*, *inspector*, *specter*, and *circumspect*. Furthermore, if they understand prefixes and suffixes, students can no doubt come close to figuring out the actual meaning of each word.

Upper-grade-level students typically encounter many new and highly complex words in their content studies. Students who can apply their knowledge of roots to the tasks of identifying words and building vocabulary have an edge up on those who cannot. I often use the "root analogy" strategy in my own reading and find it a relatively easy way to determine the meanings of unfamiliar words and to remember them. The more I learn about roots, the more I am impressed with what a valuable strategy this is. How regrettable that its use isn't as commonplace in upper-level classrooms as is the memorization of isolated word lists!

Number-related prefixes are a good prelude to the study of roots. Their meanings tend to be obvious, and by this time students are likely very familiar with the concept of a prefix as a meaning unit. These two conditions facilitate students' investigations of meaning relationships. I generally target two or three prefixes at a time (see above). After presenting students with some examples, I invite them to contribute their own exemplars to the prefix categories. This is followed by a discussion of their observations.

Word webs (Figure 7-5) can also be used to help students make connections among words with the same prefix or root. Students may be familiar with this strategy from the "webbing" or "clustering" often used during process writing. If so, little modeling will be needed. Beginning with a root or prefix, students brainstorm other words with the same word part and expand the web by writing down their word associations.

As you move to the study of roots from prefixes, focus on those of Greek origin first. In general, they have more evident meanings than do those of Latin origin. For example, compare *sphere*, *therm*, *graph*, *photo*, and *scope* to *cred*, *fid*, *jest*, *ject*, and *mem*. After deciding on two or three roots to examine, select several words that highlight each. Then use a think-aloud strategy to model the process of inferring the meaning of an unfamiliar

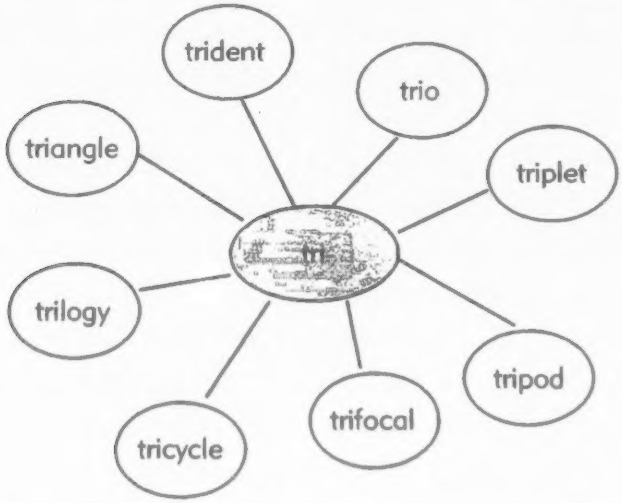
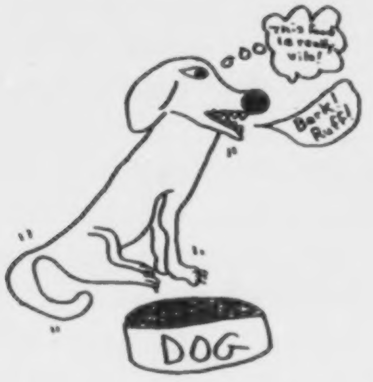


**FIGURE 7-5.** Word web for the prefix *tri*.

**critimal:** an animal that is picky, or critical. "The *critimal* did not like his food today."


This food is really vile!
Bark! Ruff!
DOG

**spectivore:** a slimy creature that eats glasses. It can travel on both land and sea. "The *spectivore* was last seen eating sunglasses on the sandy beach."

**FIGURE 7-6.** Create-a-word results by derivational constancy spellers.

word by using knowledge of the root in a known word. With repeated modeling, students will soon enjoy using this strategy to unlock the meanings of new words themselves. Even a very challenging word like ***somnambulate*** becomes comprehensible to older students who, in groups or individually, associate it with other words that have the same root(s). By relating the first part of the word to ***insomnia***, which means "not sleeping," and the second to words like ***amble***, ***ambulance***, and ***ambulate***, which have to do with "walking" or "moving about," students soon discover that ***somnambulate*** means "to sleepwalk."

Create-a-word is an enjoyable activity for students during their study of Greek and Latin roots. Using one or more of the roots being studied, students create a new word. They can create a dictionary entry for the word, including such information as pronunciation, part of speech, meaning, a sentence example, and even an illustration (Figure 7-6). The class collection of novel words can be compiled into a Dictionary of the Future.

After students have studied numerous roots, have them try making a family tree (see Figure 7-7). This is a challenging activity and is best done in cooperative groups with large-sized paper, such as that used for bulletin boards. Students begin with a word and build word families down and out from that word in the style of a traditional family tree. Venn diagrams can also be used for this sort of related word activity (see Figure 7-8).

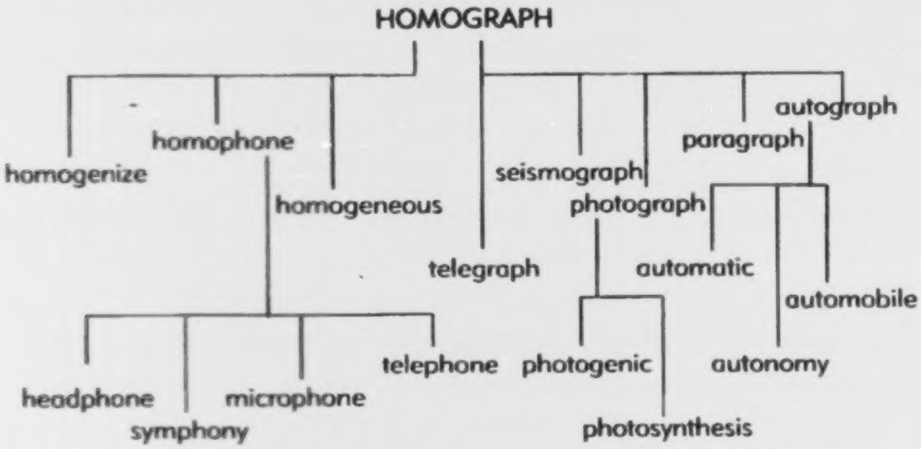

HOMOGRAPH
homogenize
homophone
homogeneous
headphone
symphony
microphone
telephone
telegraph
seismograph
photograph
photogenic
photosynthesis
paragraph
autograph
automatic
automobile
autonomy

**FIGURE 7-7.** Root family tree for *homograph*.

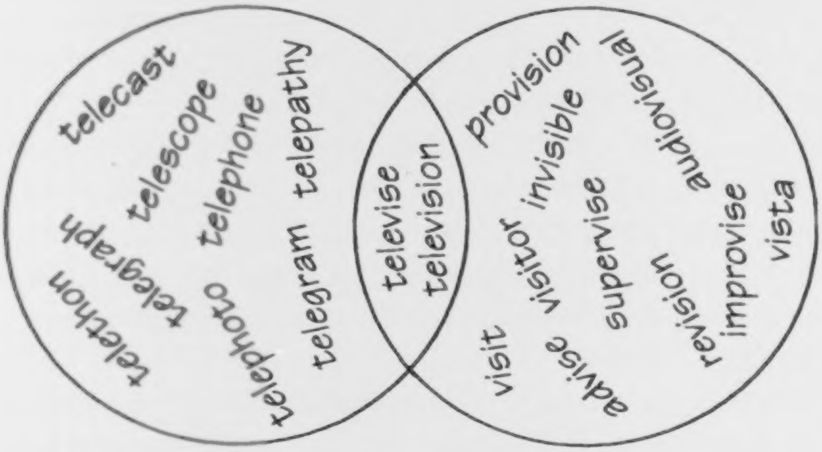

telecast
telescope
telephone
telepathy
telegraph
telethon
telephoto
telegram
televise
television
provision
invisible
audiovisual
visitor
supervise
improvise
vista
visit
advise
revision

**FIGURE 7-8.** Venn diagram of words related to *televise*.

BEST COPY AVAILABLE

CHAPTER 8

◇

# Questions and Answers

*An activity like "fishing for letters" helps this kindergartner learn to recognize letters of the alphabet.*

BEST COPY AVAILABLE

While reviewing questions that teachers and future teachers often ask me about word study, I discovered a few that either haven't been addressed in previous chapters or that warrant a more detailed discussion. Here they are:

**What's the best way to organize the word sorts I make?** This is a good question and one I failed to consider the first year I started creating word sorts for my students. Caught up in the children's enthusiasm and the advances they were making, I simply put a rubber band around old sets of word cards and stuck them in the back of a drawer—with no labels and no indication of what the completed sort looked like! I vowed to use a template the following year and to record the sorted columns on the back. I did just that and stored the originals by stage in a file folder. Over the years, I've made other refinements. Although these may not work best for you, they may spark additional ideas that will.

A template of the word cards and a copy of the words in sorted columns are musts for me. I generate both on the computer and clip them together to store in file folders. I use a separate folder for each spelling feature and identify the stage and feature on the tab. For example, sorts for the vowel–consonant–*e* feature at the within word pattern stage might be labeled "WWP—F," homophones at the same stage as "WWP—Homophones," and syllable juncture *e*-drop and doubling as "SJ—K." Some folders have only a couple of sorts in them; others have many. When I'm ready to address a particular feature, I pull out the appropriate folder and locate the sort I want to photocopy. I copy the sorted sheet as well, so that students can check their own work when they practice independently or with a buddy.

Although folders work well for me, they're not the only way to go. I know a middle-school teacher who keeps her sorts in a large three-ring binder. For easy access, she uses a plastic sleeve for each sort; the template is on one side and the sorted copy is on the other. When she is ready to address a particular feature, she removes the sleeve she wants and marks the spot for later refiling.

Saving sets of word or picture cards, especially if they have been run on card stock, is worthwhile. They are useful at centers, in game-playing, and for small group review. There are many convenient ways to store the cards. They can be placed in labeled manila envelopes or empty computer disk boxes. A three-ring notebook equipped with plastic sleeves subdivided for baseball cards is another possibility. Some teachers like to keep them in small plastic chests with drawers identified by feature (such chests are readily available where nails and other hardware are sold).

**You make it sound like the sorts can be used from year to year. Can they?** The likelihood is that you will have students with similar needs from year to year, unless you make a major grade-level change. When I moved from fifth grade to second, I found that numerous sorts could still be used with minor adaptations. *Adapt* is a key word, however. Even without a grade-level change, you should look over a previous year's sort before using it and consider which words may not be appropriate for the particular group of students about to work on the feature. Sorts generated on the computer are easily modified; even those that are handwritten can be altered with minimal effort. Just cut out a card from a blank template, write in the new word, and attach it to the old space with a piece of tape. You should expect to refine old sorts and add new ones, but you should not be starting from scratch every year.

**So much information is new to me right now. How will I ever know enough to teach the kids?** I'm not surprised if you feel there is much to learn about how words work. Knowledge about the structure of our language is not something we naturally pick up. Furthermore, it is often not included in teacher-training or recertification programs (Moats, 1995). However, you don't have to be a linguist to enhance students' understanding of words. You do need a fundamental grasp of how our orthographic system works at each stage of development *and you need to understand where your students are in their spelling development*. With these as starting points and this book as a guide, you can continue to increase your own knowledge while working with your students. Over the years, one of my most frequent (and honest) comments during word study has been "Gee, I'm not sure, but let's find out." Your interest and curiosity can provide a positive model for students' learning.

**I like the idea of word study, but there are so many demands on my schedule already. How do I find the time to fit it in on a regular basis?** Two words hold the answer—*priorities* and *organization*. If providing developmentally appropriate instruction in word study is important to you, you will find the time. The only day that requires a sizable block is the first day, when you introduce the feature. Twenty minutes is reasonable for a word walk, but you should definitely keep track of time and bring closure to the small group session after twenty minutes have elapsed. It's easy to lose sight of how long you've been engaged, because it's interesting to observe and hear what students have to say. Once you've walked them through their words a few times, you'll be more efficient in carrying out the process. For example, you'll know how much time you can allow for discussing word meanings, how you can keep things moving during the modeling, and how much time is needed for follow-up practice. If exploring the feature takes longer than expected, have students do the follow-up sort at their desks while you meet with the next small group. Be creative. Who says you need to introduce each group's new feature the same day? Some teachers stagger the schedule. Other activities require considerably less teacher time and can often be carried out independently or with a partner. Keep in mind that you're not just helping students advance their knowledge of words so they can spell more accurately; learning to spell also strengthens students' reading (Ehri, 1998; Treiman, 1998).

One of the best ways to maximize the time you do have is to be organized. It's amazing how many minutes slide into oblivion while students, or teacher, seek materials and deliberate on the next course of action. As discussed in Chapter 3, it helps to establish a routine. When students know where to find and put materials, understand what they will need when they meet as a small group or with a partner, and know the order for various activities, they can act more independently. That means fewer interruptions for you to answer logistical questions and more time to work with individuals or small groups. Also, let the class know that when you are working with a small group, you'd like them to save their questions until you're finished.

Another way to increase time for learning about words is by integrating word study with other aspects of the curriculum in the same way that reading and writing are. This also sets the tone that word-learning can occur any time and any place there are words—during music, science, or math, while reading food labels at lunch or billboards on the way home. Words can be appreciated, puzzled over, hunted, categorized, and even created.

**What do you do about words that students want to learn or that are an important part of a thematic unit but that don't fit in with the features you're studying?** Theme-based studies often give rise to words that students will use a lot over the course of the unit (*rainforest, canopy, emergent layer*). As an aid to spelling, post words of this type on a wall area, or have students include them in a personal word journal, so that they are readily available for copying during written activities.

Sometimes in their theme-based studies or process writing, students think of special words they want to learn to spell (for example, *tyrannosaurus* and *boomerang*). Their enthusiasm should not be dampened, but these self-chosen extra words should be limited to one or two a week; the primary emphasis for word study should be on spelling patterns. If students are not familiar with the "look, say, cover, write, check" self-study strategy, you will need to model it to help them learn their special words. It works like this:

1. Write down the word. **Look** carefully at it while you **say** it to try to recognize any known word parts. For example, for *tyrannosaurus*, a student might associate *ty* with *by*, see the words *ran* and *no*, and recognize the word *us* at the end. The main word part that this student needs to carefully attend to is *s-a-u-r*.
2. **Cover** the word up with a card, and think about how it looks as you say it.
3. **Write** the word from memory.
4. Uncover the word to **check** your spelling.
5. Repeat steps 2 through 4 until the spelling is correct.

To monitor students' ability to spell the extra words, simply have them add the words to the bottom of their word study quiz. Since the words are few in number, individual dictation will likely be unnecessary.

**What do I do about high-frequency words?** High-frequency words are those that occur most frequently in students' writing and in material they read. Many of these words actually fit patterns that students will be exploring through their word sorts, such as *had, like, went, which, play,* and even *there, their,* and *they're,* and can be included in these studies. Others, like *have, said, been, one, some,* and *they,* can also be included, but as oddball words. For example, *have* can be examined when the focus is on *aCe* words—it has the pattern but not the sound—and *they* when the *ay* pattern is the focus—it has an open *a* sound like *play* but is spelled with a different pattern. Other high-frequency words can be posted a few at a time (four or five) on a wall area or in a personal word journal with the expectation that students will use the correct spelling when writing these words. On a regular basis, perhaps once a month, the words are replaced with new ones. Students who continue to have trouble spelling a word can add it to their journals or notebooks so that they can still meet the expectation of correctly spelling it. Words like *once*, *friend*, and *because* are good candidates for this type of approach. Some teachers prefer to focus on 6 to 10 of these high-frequency words during the occasional shortened weeks that occur in the school calendar or when a change of pace is needed. Keep in mind that the learning of these words will primarily be a matter of memorization. Therefore, be sure students know how to study them (refer to the previous response).

**What are some specific activities I can do with students who are not yet at the letter name stage?** A few possibilities follow, but you should also refer to the resources mentioned in Chapter 1 in the discussion on emergent spelling.

- Create individual or class alphabet books after students have been introduced to several during read-aloud times. Pictures that start with a particular letter-sound can be drawn or cut from magazines and glued to separate letter sheets.
- Have the students make "rainbow" letters. Letters are formed with a favorite colored crayon, then traced over several times with other favored colors.
- Do letter sorts, where students group letters that have been printed in different fonts (**g**, **g**, **g**) by like kind. This helps children recognize the outstanding characteristics of each letter. A computer works well to generate letter cards, or letters can be cut from magazines and newspapers and glued to cards. (See "Initial and Final Consonants" in Chapter 4 for a discussion of letter contrasts to avoid.)
- Use magnetic letters or letter cards to match uppercase and lowercase letters.
- Make an alphabet collage of a favorite letter. Letters and pictures from magazines are cut and glued to the sheet. Students may add their own drawings as well. This one is fun to do in small groups.
- Read books with rhymes aloud, like *Is Your Mama a Llama?* (Guarino, 1989) or *Each Peach Pear Plum* (Ahlberg & Ahlberg, 1978), a rhyming book that features nursery rhyme characters, and let students complete the rhyming phrase. For example: "Cinderella on the stairs, I spy Three ______."
- Play rhyming games with songs like those by Raffi, available in book, tape, and CD format.
- Recall words from a read-aloud that start with a particular letter sound, like /m/ or /s/.
- Sort pictures or real objects by their beginning sound, like /b/ and /m/.
- Sort pictures or objects by concept, such as color, shape, city/country.
- Play the "yes/no" game (see Chapter 3).

- Give students opportunities to pretend-read favorite books.
- Model morning message writing.
- Give students time to draw and "write" in a journal. (Many teachers make these by stapling sheets of paper together and adding wallpaper covers.)
- Read aloud big books and model fingerpointing for concept of word development.

**What do I do about students who have difficulty learning to spell?** Most importantly, find out where they are in their spelling development so that you can appropriately target instruction for them. Typically, learning disabled students who have trouble with reading and writing also have trouble with spelling. However, research has shown that most of these students make the same types of spelling errors as other students *who are at their same stage of spelling development* and advance through the same developmental sequence (Abouzeid, 1992; Worthy & Invernizzi, 1990). As a result, it is *timely* instruction, rather than unique instruction, that is the primary issue. Unfortunately, students who struggle with spelling often experience an instructional fare that is grade-level based rather than student-centered and thus not within their zone of proximal development (Vygotsky, 1978) where learning is maximized.

Once you know the student's stage of spelling development, instruction should focus on features at that stage. It may be helpful to reduce the number of words used or to make other instructional adaptations, such as being more explicit in your teaching. During the word walk, be sure to point out the sound of each of the letter sequences under study, and as you model the sort draw students' attention to similarities and differences in the categories. Make it a common practice to start with a sound sort and move on to a pattern sort so that sound–pattern relationships are made clear. It is likely to take these students longer to progress through a stage, so be sure they have plenty of opportunities to practice the sorts and apply the features in their reading and writing, and keep reviewing concepts. The sorting contrasts presented in this book encourage review. Because known concepts serve as the basis for building new understandings, previously studied features are often revisited. This type of scaffolding helps students experience much-needed success and feel in charge of their learning.

**My school uses a basal speller. What can I do to incorporate word study?** Again, a good starting point is to assess where your students are in their spelling development. This will enable you to identify who is likely to be bored and who frustrated by grade-level materials. Instruction should be differentiated for these students, especially the latter. Simply reducing the number of words is not the answer; if the word elements being focused on are too difficult, instruction with that feature is not appropriate. Granted, students may be able to memorize the words, often with extraordinary effort, but to what extent has orthographic knowledge increased if the words are not retained a week later? Cross-grade-level use of books in the series is one possibility for providing more developmentally appropriate instruction (Morris, Blanton, Blanton, & Perney, 1995). However, this must be at least a schoolwide decision, as other grade levels will be affected.

Word study activities, like word hunts and blind sorts, can be substituted for spelling book activities that seem of questionable value. Also, the words may be written on cards so that a word walk can be used to introduce the feature(s); an exception or contrasting sound could even be added.

The same techniques discussed above could also be used to incorporate word study into a literature-based series, when use of the spelling and phonics components is expected.

**How can I involve parents in word study?** Communication is an excellent starting point. Parents can best be partners in their child's word-learning when they are informed. They need to have a basic idea of how children develop a knowledge of words and know where their child is along the developmental spelling continuum. They also need to know what will be taught during word study and understand how you will determine appropriate instruction. Finally, they need concrete suggestions for helping their child at home. Parents' night, conferences, and newsletters are all avenues for educating parents.

At parents' night, you can

- Briefly describe how spelling develops and explain that learners use their knowledge of letters and sounds when they read and write.
- Let parents know you will assess their children's word-learning needs by analyzing spellings from their writing and from a dictated list of words and that the results will be discussed during conferences.
- Demonstrate or, if time allows, have parents participate in a word walk (index cards with a piece of magnetic tape on the back make it possible to model a word sort on most chalkboards).

In advance of conferences, you may want to prepare a display card for each of the spelling stages, showing the types of misspellings children are likely to make at each stage (see Chapter 1 for examples). Place the cards at the conference table, arranged from easiest to most difficult. As you discuss a particular child's performance, you can use the cards as points of reference to help parents understand where their child is along the developmental spelling continuum. Point out words in the child's writing and inventory that demonstrate strengths and weaknesses, and minimize the use of technical jargon; you want to inform parents, not overwhelm them. Have in mind a course of action for furthering the child's spelling knowledge; parents will want to know how you plan to help their child.

Newsletters are an effective way to give parents suggestions for working with their child at home. Here are a few ways you can use them for word study:

- Provide directions for specific activities, like how to play Concentration with the word cards sent home or how to use a blind or written sort to practice sorting.
- Help parents understand that invented spellings give young learners an opportunity to exercise what they know about letters and sounds and enable them to express their ideas more clearly when they write. Describe the process of inventing words so parents can help their child to do this at home, and stress the importance of being able to read back what is written.
- Make parents aware of ways to foster language appreciation and word play—for example, talking about special words and phrases during a read-aloud, drawing

attention to unusual words heard in speech or noticed in the environment, and playing games like Boggle, Pictionary, or Scrabble. Encourage them to talk to their child about words learned in school.

Parents can make a real difference in their child's word-learning. Most welcome involvement and just need to know how they can help.

**What about those of us who teach middle school? I'd like to do word study, but I teach several classes and have only a limited time with each.** By middle school, many students have advanced to the derivational constancy spelling stage. As an entry into word study, teachers often engage the whole class in structured minilessons that explore the spelling–meaning connection or a particular word root. For instance, a teacher may write the root *vis* and the word *television* on the chalkboard or an overhead transparency. After drawing students' attention to the meaning connection between the two, the teacher asks students to contribute other examples. These are listed under *television*, and their meaning relationship to *vis* is discussed. Students then break into small groups and use dictionaries to find more examples. Later, when the whole group reconvenes, new discoveries are discussed and added to the list. At the end of the minilesson, students copy the words and root into a journal for future reference. *NTC's Dictionary of Latin and Greek Origins* (Moore & Moore, 1997) is a particularly useful resource for this activity. It contains an alphabetical listing of roots and includes a description of words that share the root, as well as words that look like they do but don't. This makes it easy to verify the correctness of student responses.

As soon as the whole-class activity is working smoothly, greater attention can be given to meeting diverse needs. Sometime during the class period, while students read or work independently on literature responses or process writing pieces, the teacher pulls aside small groups of students who need to work on spelling features at earlier stages and walks students through the sort. Word hunts and sorting practice are incorporated into the word study routine; however, scheduling frequently differs from the elementary school setting where there is more integration of subjects, less departmentalization, and therefore greater flexibility with time. Study of a particular feature may be planned for just two or three times a week but span a two-week period. To save class time, assignments are frequently done as homework. Student helpers keep track of who has completed the work on a class roster. Students also often check each other's assignments and partner-up for quiz-taking.

As at the elementary level, informal word-learning should also be encouraged and modeled. Middle-school students usually love learning the histories of words (see Figure 8-1 for resources other than those listed in Chapter 3) and being introduced to other forms of word play, like those that follow.

- *Acronyms:* words formed from the first letters of a phrase—*radar* = *radio detecting and ranging* and *AIDS* = *Acquired Immune Deficiency Syndrome*.
- *Anagrams:* words or phrases that are made from other words or phrases by rearranging the letters—*team* and *meat* or *dread* and *adder*.

### Resources for Exploring Word Histories

Almond, J. (1995). *Dictionary of word origins: A history of the words, expressions and cliches we use.* Secaucus, NJ: Carol. Another good resource.

Dickson, P. (1992). *Dickson's word treasury: A connoisseur's collection of old and new, weird and wonderful, useful and outlandish words.* New York: Wiley. Although this book does not contain word histories per se, its unusual list of words makes it a useful adjunct to this type of study. The author has been collecting words throughout his adult life, and this book includes "58 museum-style displays" of words from his growing collection. There are acronyms, antonyms, synonyms, junk words, travel words, phobias (315!)....

Levitt, P. M., Burger, D. A., & Guralnick, E. S. (1990). *The weighty word book.* Boulder, CO: Manuscripts Ltd. Students will be ready to write their own word stories after hearing some of these pun-filled short stories about big words, like *expedient.* There are 26 in all.

Room, A. (1994). *NTC's dictionary of word origins.* Lincolnwood, IL: National Textbook. This book is "a comprehensive reference to the true and false origins of English words."

Tuleja, T. (1991). *Marvelous monikers: The people behind more than 400 words and expressions.* New York: Crown. *Mother Goose, Dr. Pepper, Tootsie Roll, round robin, nerd, Frisbee Barbie doll, sequoia,* and *cereal* are just a few of the eponyms in this collection.

Many of the word origin book authors indicate that they have used the *Oxford English Dictionary* in researching their word histories. This multivolume work is available on CD-ROM (1994), published by Oxford University Press.

**FIGURE 8-1.** Resources for exploring word histories.

- *Malapropisms*: similar sounding words that are confused—*disguise* and *despise*, *prodigy* and *progeny*, or *decrease* and *decease*.
- *Oxymora*: figures of speech that juxtapose contradictory words—*deafening silence* and *sweet sorrow*.
- *Palindromes*: words, phrases, and numbers that read the same frontward and backward—*madam* and *1991*.
- *Portmanteau words*: words made by combining parts of words and their meanings—*motor* + *hotel* = *motel*, or *smoke* + *fog* = *smog*.
- *Spoonerisms*: accidental mixing-up of the beginning sounds of two words—*a well-boiled icicle* for *a well-oiled bicycle*, and *a pew noodle* for *a new poodle*.

Students will enjoy finding other examples of these special words and creating their own. Books like *Too Hot to Hoot* by Marvin Terban (1985) or *So Many Dynamos!* (1994) and

*Sit on a Potato Pan, Otis* (1999) by Jon Agee are sure to inspire students to write their own palindromes. Spoonerisms and malapropisms can be incorporated into writing through a character's speech.

While students learn about spoonerisms and malapropisms, they can also explore *eponyms*, words named for people. The word *spoonerism* is named after Reverend Spooner of Oxford, who was famous for using words in this way, and *malapropism* is named after a character in a play, Mrs. Malaprop, who made numerous blunders of speech. Marvin Terban's *Guppies in Tuxedoes* tells the stories of over 100 eponyms. Numerous eponymous words have their origins in figures from the Greek myths. Students can discover meaning connections between words like Vulcan/*volcano*, Arachne/*arachnid*, Mars/*martial*, and Epicurus/*epicure*.

Eponym investigations can lead to studies of the origin and meaning of students' own names. Many first names are included in the dictionary, complete with their etymologies (*Sarah*—Hebrew, "princess," or *Philip*—Greek, "fond of horses"). A resource, such as the *Concise Dictionary of First Names* (Hanks, 1997), can also be of help, as can conversations with parents. Last names have various origins. Some pertain to where the family resided (*French, Fields, Wood*), some refer to an occupation the family once had (*Cooper, Carpenter, Taylor, Archer, Smith*), and others developed from a family relationship (*Johnson* = "son of John"). Talking to family members or consulting a foreign language dictionary is helpful for last name searches, because many have origins in other languages (*Rivers* = English, but *Rios* = Spanish). The introduction of other languages during name searches may provide the impetus for discovering words that have come to us from other languages. Food-related terms are a good starting point—Spanish (*taco, tortilla, enchilada*,), German (*sauerkraut, pumpernickle*), French (*buffet, gourmet, croissant*), Italian (*cappuccino, spaghetti, macaroni*), Chinese (*chow mein*), and Japanese (*sushi*).

## A FINAL WORD

◇

In order to become skilled readers and writers, learners need many opportunities to read and write for pleasure and meaningful purposes. They also need a firm understanding of the sound, pattern, and meaning relationships of English orthography, acquired through explorations of words and word play. These word journeys should be appropriately timed to maximize students' learning, but they should also foster a love of words and their use that will prompt students to continue their literacy learning. Over the years, my own word journeys have given me a real appreciation for our language. Words are amazing; they enable us to communicate, to think, and to enjoy. I can't imagine a world without them.

### Chapter 1

| Emergent | LN | WW | SJ | DC |
|---|---|---|---|---|
| k | jrep | tite | complante | invisable |
| t | mod | brigde | doted | confesion |
| lt | shad | gril | mottel | compesition |
|  | yat | maik | disterb | iliterate |
|  | lad | cowch | soler | hasen |

### Chapter 2

| LN | WW | SJ | DC |
|---|---|---|---|
| 1. 2 | 1. 0 | 1. 1 | 1. 2 |
| 2. 1 | 2. 0 | 2. 2 | 2. 2 |
| 3. 0 | 3. 1 | 3. 2 | 3. 2 |
| 4. 2 | 4. 2 | 4. 2 | 4. 1 |
| 5. 2 | 5. 0 | 5. 2 | 5. 2 |
| 6. 1 | 6. 0 | 6. 2 | 6. 2 |
| 7. 0 | 7. 2 | 7. 2 | 7. 1 |
| 8. 0 | 8. 2 | 8. 0 | 8. 2 |
| 9. 2 | 9. 0 | 9. 0 | 9. 2 |
| 10. 2 | 10. 2 | 10. 2 | 10. 2 |
| 11. 2 | 11. 2 | 11. 2 | 11. 0 |
| 12. 2 | 12. 2 | 12. 2 | 12. 0 |
| 13. 2 | 13. 0 | 13. 0 | 13. 2 |
| 14. 0 | 14. 0 | 14. 2 | 14. 0 |
| 15. 0 | 15. 2 | 15. 2 | 15. 2 |
| 16. 0 | 16. 0 | 16. 2 | 16. 2 |
| 17. 0 | 17. 2 | 17. 1 | 17. 1 |
| 18. 2 | 18. 0 | 18. 0 | 18. 1 |
| 19. 2 | 19. 2 | 19. 1 | 19. 2 |
| 20. 0 | 20. 0 | 20. 2 | 20. 2 |
| 21. 2 | 21. 2 | 21. 0 | 21. 2 |
| 22. 1 | 22. 2 | 22. 2 | 22. 1 |
| 23. 1 | 23. 2 | 23. 2 | 23. 0 |
| 24. 1 | 24. 1 | 24. 0 | 24. 2 |
| 25. 0 | 25. 0 | 25. 0 | 25. 2 |

Stage Score

|  |  |  |  |
|---|---|---|---|
| 11 | 12 | 15 | 16 |

Features

|  |  |  |  |
|---|---|---|---|
| A 5 | F 5 | K 3 | P 5 |
| B 3 | G 3 | L 4 | Q 5 |
| C 2 | H 2 | M 4 | R 4 |
| D 3 | I 2 | N 4 | S 4 |
| E 3 | J 2 | O 3 | T 3 |

**FIGURE 8-2.** Answers to Chapter 1 and Chapter 2 activities.

# APPENDIX 1

◇ ◇ ◇

## Supplemental Word Lists

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# Letter Name

## INITIAL AND FINAL CONSONANTS

***b***

bad
bag
bat
bed
beg
bet
bib
bid
big
bit
bob
box
bud
bun
bus
but
band
bang
bank
bath
belt
bend
best
bump

bib
bob
cab
cob
cub
dab
fib
gab
gob
hub
jab
job
lab
mob
rib
rob
rub
sob
sub
tab
tub
web
blob

club
crab
crib
drab
glob
grab
grub
scab
slab
slob
stab
stub

***c***

cab
can
cap
cat
cob
cop
cub
cup
cut
camp
cash
cast
cost

***d***

dad
dam
den
did
dig
dim
dip
dog
dot
dud
dug
damp
dash
deck
dent
desk
dish
dock
dunk
dust

bad
bed
bid
bud
cod
cud
dad
did
dud
fad
fed
had
hid
kid
lad
led
lid
mad
mud
nod
pad
pod
red
rid
rod
sad
sod

wed
clod
glad
grid
plod
sled
slid
thud

***f***

fad
fan
fat
fed
fib
fig
fin
fit
fix
fog
fox
fun
fast
felt
film
fish
fist

***g***

gap
gas
get
got
gum
gun
gang
gift

bag
beg
big
bug
dig
dog
fig
fog
hog
hug
jog
leg
log
mug
peg
pig
rag
rug
tag
tug
wag
wig
brag
drag
flag
frog
plug
slug

(cont.)

## INITIAL AND FINAL CONSONANTS (*cont.*)

***h***

had
ham
has
hat
hem
hen
him
hip
his
hit
hog
hop
hot
hug
hum
hut
hand
hang
held
help
hint
honk
hump
hung
hunt
hush

***j***

jab
jam
jet
jig
job
jog
jug
junk
just

***k***

keg
kid
kit
kept
king

***l***

lap
led
leg
let
lid
lip
lit
log
lot
lug
lamp
land
last
lend
lift
limp
link
lint
list
long
lost
lump
lung

***m***

mad
man
map
mat
men
met
mix
mob
mom
mop
mud
mug
mask
mast
math
melt
mend
milk
mink
mint
mist
moth
much
must

bum
dam
dim
gum
ham
hem
him
hum
jam
mom
mum
ram
rim
sum
yam
chum
clam
drum
glum
gram
grim
plum
skim

slam
slim
stem
swam
swim
them
trim

***n***

nap
net
nip
nod
not
nun
nut
nest
next

bin
bun
can
den
fan
fin
fun
gun
hen
man
men
on
pan
pen
pin
ran
run
sun
tan
ten
van
win
bran
chin
clan
grin
plan
skin
spin
than
then
thin
twin
when

(cont.)

## INITIAL AND FINAL CONSONANTS (*cont.*)

***p***

pad
pan
pat
peg
pen
pet
pig
pin
pit
pod
pop
pot
pup
pant
past
path
pest
pink
pond
pump

cap
cop
cup
dip
gap
hip
hop
lap
lip
map
mop
nap
pop
pup
rap
rip
sap
sip
tap
tip
top
zap
zip
chap
chip
chop
clap

clip
crop
drip
drop
flap
flip
flop
grip
plop
prop
ship
shop
skip
slap
slip
snap
snip
step
stop
trap
trip
whip

***r***

rag
ran
rap
rat
red
rib
rid
rig
rim
rip
rob
rod
rot
rub
run
rut
raft
ramp
rang
rash
rent
rest
rich
ring
risk
romp
rump
rung
rush
rust

***s***

sad
sag
sap
sat
set
sit
six
sip
sob
sod
sub
sum
sun
sand
sang
sank
send
sent
sift
silk
sing
sink
soft
song
such
sung
sunk

bus
gas
yes

***t***

tab
tag
tan
tap
tax
ten
tin
tip
top
tub
tug
tank
tent
test
tusk

bat
bet
bit
but
cat
cot
cut
dot
fat
fit
get
got
gut
hat
hit
hut
jet
kit
let
lit
lot
mat
met
net
not
nut
pat
pet
pit
pot
rat
rot
rut
sat

set
sit
tot
wet
yet
brat
chat
flat
shot
shut
skit
slit
slot
spit
spot
that
trot

***v/w/y/z***

van
vent
vest
vet

wag
wax
web
wet
wig
win
won
wow
went
west
wind
wing
wink
wish
with

yak
yam
yes
yet
yank
yelp

zap
zip
zest

## INITIAL CONSONANT BLENDS AND DIGRAPHS

**_l_-blends**

***bl***
blab
blob
blank
blast
blend
blink

***cl***
clam
clap
clip
clod
clog
club
clamp
clang
clash
clasp
cling
cloth
clump

***fl***
flag
flap
flat
flip
flop
flash
flesh
fling
flint
flush

***gl***
glad
glob
glum
gland

***pl***
plan
plod
plop
plot
plug
plum
plus
plank
plant
plump

***sl***
slab
slam
slap
sled
slid
slim
slip
slit
slop
slot
slug
slang
slant
slept
sling
slump

**_r_-blends**

***br***
brag
brat
brim
brand
bring
brush

***cr***
crab
crib
crop
craft
cramp
crank
crash
crest
crisp
crush
crust

***dr***
drag
drip
drop
drug
drum
draft
drank
drift
drunk

***fr***
frog
from
fresh
front
frost

***gr***
grab
gram
grid
grim
grin
grip
grit
grand
grant
grasp
grump
grunt

***pr***
prod
prom
prop
print
prong

***tr***
trap
trim
trip
trot
tramp
trash
trend
trunk
trust

**_s_-blends**

***sc***
scab
scan
scat
scum
scalp
scamp

***sk***
skid
skim
skin
skip
skit
skunk

***sl****

***sm***
smog
smug
smash

***sn***
snag
snap
snip
snug

***sp***
span
sped
spin
spit
spot
spun
spank
spend
spent
spunk

***st***
stem
step
stop
stub
stamp
stand
sting
stink
stomp
stump
stung
stunt

***sw***
swam
swim
swept
swift
swing
swish
swung

*See *l*-blends.

**Digraphs**

***ch***
chap
chat
chin
chip
chop
chum
chant
chest
chimp
chomp
chunk

***sh***
shed
ship
shop
shot
shut
shaft
shelf
shift

***th***
than
that
them
then
this

thank
thin
thing
think
thud
thump

***wh***
wham
when
whip
which

## WORD FAMILIES ENDING IN A SINGLE CONSONANT

***a***

***ab***
cab
dab
jab
nab
lab
tab
crab
grab
scab
stab

***ad***
bad
dad
fad
had
lad
mad
pad
sad
glad

***ag***
bag
lag
nag
rag
sag
tag
wag
brag
drag
flag
snag

***am***
am
dam
ham
jam
ram
yam
clam
cram
slam
swam

***an***
can
fan
man
pan
ran
tan
van
plan
than

***ap***
cap
lap
map
nap
rap
sap
tap
zap
chap
clap
flap
slap
snap
trap

***at***
bat
cat
fat
hat
mat
pat
rat
sat
brat
chat
flat
that

***e***

***ed***
bed
fed
led
red
wed
sled

***eg***
beg
keg
leg
peg

***en***
den
hen
men
pen
ten
then
when

***et***
bet
get
jet
let
met
net
pet
set
wet
yet
fret

***i***

***id***
bid
did
hid
kid
lid
skid
slid

***ig***
big
dig
fig
pig
rig
wig
twig

***im***
dim
him
skim
slim
swim
trim

***in***
bin
fin
pin
tin
win
chin
grin
shin
skin
spin
thin
twin

***ip***
dip
hip
lip
rip
sip
tip
zip
chip
clip
drip
flip
grip
ship
skip
slip
snip
trip
whip

***it***
bit
fit
hit
kit
lit
pit
sit
skit
slit
spit

***o***

***ob***
bob
cob
job
mob
rob
sob
blob
snob

***og***
bog
dog
fog
hog
jog
log
frog

***op***
hop
mop
pop
top
chop
crop
drop
flop
shop
slop
stop

***ot***
cot
dot
got
hot
jot
lot
not
pot
rot
blot
shot
slot
spot
trot

***u***

***ub***
cub
rub
tub
club
grub
stub

***ug***
bug
dug
hug
jug
mug
rug
tug
drug
plug
snug

***um***
bum
gum
hum
drum
plum
slum

***un***
bun
fun
gun
run
spun
sun

***ut***
but
cut
hut
nut
rut
shut

***up***
cup
pup

## SHORT VOWELS

**a**

am
as
at
bad
bag
bat
cab
can
cap
cat
dad
dam
fan
fat
had
ham
has
hat
jab
jam
lab
lad
lap
mad
man
map
mat
pad
pal
pan
pat
rag
ram
ran
rap
rat
sad
sag
sat
tag
tan
tax
van
wag
wax
yam
yap

and
ant
ask
band
bang
bank
bath
blank
brag
brand
camp
cash
chap
chat
clam
clang
clank
clap
crab
cramp
crank
crash
damp
dash
draft
drag
fang
fast
flag
flap
flash
flat
glad
grab
gram
grand
grasp
hand
hang
lamp
land
last
mask
mast
math
pant
past

path
plan
plank
plant
rang
raft
sand
sang
sank
shaft
slam
slap
smash
snap
spank
stab
stamp
stand
swam
tank
task
than
that
tramp
trap
wham

**e**

bed
beg
bet
den
fed
get
hem
hen
jet
led
leg
let
men
met
net
peg
pen
pet
red
set
ten
web
wed
wet
yes
yet
belt
bend
bent
best
chest
crept
crest
desk
elf
end
felt
fled
flesh
fresh
held
help
jest
kept
left
lend
lent

melt
mend
next
nest
pelt
pest
rent
rest
self
send
sent
shed
shelf
sled
slept
sped
spent
stem
step
swept
tend
tent
test
them
then
went
wept
west
when

**i**

bid
big
bin
bit
did
dig
dim
dip
fig
fin
fit
fix
hid
him
hip
his
hit
if
in
is
it
jig
kid
lid
lip
lit
mix
nip
pig
pin
pit
rib
rid
rig
rim
rip
sip
sit
six
tin
tip
wig
win
zip
blink
brim
bring

brisk
chimp
chin
chip
cling
clip
crib
crisp
dish
drift
drink
drip
film
fish
fist
fling
flip
gift
grin
grip
hint
inch
king
lift
limp
link
list
milk
mink
mint
mist
ping
pink
print
rich
ring
risk
shift
shin
ship
sift
sing
sink
skid
skim
skin
skip

(cont.)

## SHORT VOWELS (*cont.*)

***i***

slid
slim
sling
slit
spin
spit
sting
stink
swift
swim
swish
thin
thing
this
tilt
trim
trip
twig
twin
twist
whip
which
whiz
wind
wing
wink
wish
with

***o***

bob
box
cob
dot
fox
got
hop
hot
job
jog
lot
mob
mom
mop
nod
not
pop
pot
pox
rob
rot
sob
sod
top
blob
blot
chop
crop
drop
flop
fond
plod
plop
plot
pond
prod
prop
romp
shop
shot
slop
slot
spot
stomp
stop
trot

***u***

bud
bug
bun
bus
but
cub
cud
cup
cut
dug
fun
gum
gun
hug
hum
hut
jut
lug
mud
mug
nut
pup
rub
rug
run
rut
sum
sun
tub
tug
up
us
blush
brush
bump
bunk
club
clump
clung
crush
drug
drum
dump
dusk
dust
grunt
gust
hump
hunk
hunt
hush
jump
junk
just
lump
lung
lush
much
mush
must
plug
plum
plump
plunk
plus
pump
rung
rush
rust
shut
skunk
slum
slump
slung
slush
smug
snug
spun
stub
stump
stun
stung
such
sung
sunk
thud
thump
trust
tuft
tusk

## WORD FAMILIES ENDING IN TWO CONSONANTS

**a**

***ack***
back
jack
pack
rack
sack
tack
black
crack
stack
track

***all***
all
ball
call
fall
hall
mall
tall
wall
small
stall

***amp***
camp
damp
lamp
ramp
champ
clamp
cramp
stamp
tramp

***and***
and
band
hand
land
sand
brand
grand
stand

***ang***
bang
fang
gang
hang
rang
sang
clang

***ank***
bank
sank
tank
yank
blank
crank
drank
plank
thank

***ant***
ant
pant
chant
grant
plant
slant

***ash***
cash
dash
mash
rash
crash
flash
smash
trash

***ast***
cast
fast
last
mast
past

**e**

***eck***
deck
neck
peck
check
fleck
speck

***ell***
bell
fell
jell
sell
tell
well
shell
smell
spell
swell

***end***
bend
end
lend
mend
send
tend
blend
spend
trend

***est***
best
nest
pest
rest
test
vest
west
zest
chest
crest

**i**

***ick***
lick
kick
pick
sick
tick
wick
brick
chick
click
flick
stick
thick
trick

***iff***
cliff
sniff
stiff
whiff

***ill***
bill
dill
fill
hill
kill
pill
will
chill
drill
grill
skill
spill
still

***ing***
king
ring
sing
wing
bring
cling
fling
sling
sting
swing
thing

***ink***
ink
link
mink
pink
rink
sink
wink
blink
drink
slink
stink
think

***ish***
dish
fish
wish
swish

***ist***
fist
list
mist
twist

**o/u**

***ock***
dock
lock
rock
sock
block
clock
flock
shock
smock
stock

***ond***
bond
fond
pond
blond

***ong***
gong
long
song
tong
prong

***uck***
buck
duck
luck
puck
suck
yuck
cluck
pluck
stuck
truck

***uff***
buff
cuff
huff
muff
puff
bluff
fluff
gruff
stuff

**u**

***ump***
bump
dump
hump
jump
lump
pump
rump
clump
grump
plump
slump
stump
thump

***unk***
bunk
dunk
hunk
junk
sunk
chunk
drunk
skunk

***ush***
gush
hush
rush
blush
brush
crush
flush
slush

***ust***
bust
dust
just
must
rust
crust
trust

## FINAL CONSONANT BLENDS AND DIGRAPHS

**_f_-blends/ _l_-blends**

***ft***
craft
draft
drift
gift
left
lift
raft
shaft
shift
sift
soft
swift
theft

***lf***
elf
golf
gulf
self
shelf

***lk***
elk
milk

***lp***
help
yelp

***lt***
belt
felt
kilt
melt
tilt
wilt

**Preconsonantal nasals**

***mp***
bump
camp
damp
dump
hump
jump
lamp
limp
lump
pump
ramp
rump
plump
slump
stamp
stomp
stump
thump
tramp

***nd***
and
band
bend
end
fond
hand
land
lend
mend
pond
sand
send
tend
wind
blend
brand
grand
spend
stand

***nk***
bank
bunk
dunk
honk
junk
link
mink
pink
rank
rink
sank
sink
sunk
tank
wink
yank
blank
blink
chunk
clink
clank
crank
drank
drink
drunk
plank
prank
spank
stink
thank
think
trunk

***nt***
ant
bent
bunt
dent
hunt
lint
pant
punt
rent
runt
sent
tent
vent
went
blunt
chant
flint
grant
grunt
plant
print
slant
spent
stunt

**s-blends**

***sk***
ask
desk
disk
dusk
husk
mask
risk
task
tusk

***st***
best
bust
cast
cost
dust
fast
fist
just
last
list
lost
mast
mist
must
nest
past
pest
rest
rust
test
vest
west
blast
chest
crest
crust
trust
twist

**Digraphs**

***ch***
much
rich
such
which

***ng***
bang
fang
gang
gong
hang
hung
king
long
lung
rang
ring
rung
sang
sing
song
sung
wing
bring
clang
cling
prong
slang
sling
swing
thing

***sh***
cash
dash
dish
fish
hush
mash
mesh
rash
rush
sash
wish
blush
brush
clash
crash
crush
flash
flesh
flush
fresh
slush
smash
swish
trash

***th***
bath
math
path
with
cloth

# Within Word Pattern

## LONG VOWELS VC*e*

**aCe**

age
ape
ate
bake
base
blame
blaze
brake
cage
cake
came
cane
cape
case
cave
chase
crane
crate
date
daze
drake
drape
face
fade
fake
fame
fate
flake
flame
frame
game
gape
gate
gave
gaze
grace
grade
grape
grave
graze
hate
haste
haze
jade
lace
lake
lame
lane
late
made
make
male
mane
mate
pace
page
pale
place
plane
plate
quake
race
rage
rake
rate
safe
sake
sale
same
save
scale
shade
shake
shape
slate
slave
space
stage
stake
stale
state
take
tale
tame
tape
trace
trade
vane
vase
wade
wake
wave
whale

**eCe**

these
eve
theme

**iCe**

bike
bite
chime
crime
dime
dive
drive
fife
file
fine
five
glide
guide
hide
hike
hive
kite
knife
lice
life
like
lime
line
live*
mice
mile
mine
mite
nice
nine
pile
pine
pipe
price
pride
prime
prize
quite
rice
ride
ripe
rise
scribe
shine
side
site
size
slice
slide
smile
spice
spike
spine
spite
stride
strike
stripe
thrive
tide
time
tribe
twice
vine
while
whine
white
wide
wife
wipe
wise
write

**oCe**

bone
broke
choke
chose
close
code
cone
dome
doze
drove
froze
globe
hole
home
hope
hose
joke
lone
mole
nose
note
owe
phone
poke
pose
quote
robe
rode
role
rope
rose
slope
smoke
spoke
stole
stone
stove
stroke
those
throne
vote
whole
woke
wove
wrote
yoke
zone

**uCe**

**/yo͞o/**
cube
cute
fume
fuse
huge
mule
muse
mute
use

**/o͞o/**
brute
crude
dude
duke
dune
flute
June
lute
nude
plume
prune
rude
rule
spruce
tube
tune

---

*Also pronounced /ĭ/.

## *R*-CONTROLLED VOWEL PATTERNS

### *a*

***ar***
arch
arm
art
bar
barb
barge
bark
car
card
cart
carve
charm
chart
dark
dart
far
harm
hard
harp
jar
large
lark
mar
march
park
part
scar
scarf
shark
sharp
smart
snarl
spark
star
start
starve
tar
tart
yard
yarn

***are***
bare
blare
care
dare
fare
flare
glare
hare
mare
rare
scare
share
snare
spare
square
stare

***air***
air
chair
flair
hair
lair
pair
stair

### *e*

***er***
clerk
fern
germ
her
jerk
nerve
perch
stern
swerve
term
verse

***ear***
earl
earn
earth
heard
learn
pearl
search
yearn

beard
clear
dear
ear
fear
gear
hear
near
rear
spear
tear
year

***eer***
cheer
deer
jeer
peer
queer
sneer
steer

### *i*

***ir***
birch
bird
birth
chirp
dirt
fir
firm
first
girl
shirt
sir
skirt
squirm
squirt
stir
swirl
third
thirst
twirl
whir
whirl

***ire***
fire
hire
sire
spire
tire
wire

### *o*

***or***
born
cord
cork
corn
for
force
ford
forge
fork
form
fort
forth
gorge
horn
horse
lord
nor
north
or
pork
porch
port
scorch
scorn
short
sort
sport
stork
storm
sworn
thorn
torch
torn
worn

***ore***
bore
chore
core
more
ore
pore
score
shore
snore
sore
spore
store
swore
tore
wore

***oar***
boar
board
oar
roar
soar

### *u*

***ur***
blur
blurt
burn
burp
burr
burst
church
churn
curb
curl
curve
fur
hurl
hurt
lurch
lurk
nurse
purr
purse
spur
spurt
surf
surge
turf
turn

***ure***
/yo͞or/
cure
pure

/o͝or/
lure
sure

*Note:* The final e in words like *barge, starve, nurse,* and *force* is not part of the vowel pattern; it serves the preceding consonant. Final e follows v except in the case of proper nouns like *Kiev* or *Yugoslav* and gives a soft sound to the letters g, c, and s.

## OTHER COMMON LONG VOWEL PATTERNS

| Long a | | | Long e | | |
|---|---|---|---|---|---|
| *ai* | *ay* | *ei* | *e* | *ee* | |
| aid | bay | eight | be | bee | sheet |
| aim | day | eighth | he | beef | sleek |
| bail | gay | freight | me | beep | sleep |
| bait | gray | neigh | she | beet | sleet |
| braid | hay | reign | (the) | bleed | sleeve |
| brain | jay | rein | we | cheek | speech |
| chain | lay | seine | | cheese | speed |
| claim | may | skein | | creek | steel |
| drain | pay | sleigh | | creep | steep |
| fail | play | veil | | deed | street |
| faint | pray | vein | | deep | sweep |
| faith | ray | weigh | | eel | sweet |
| frail | say | weight | | fee | teeth |
| gain | slay | | | feed | thee |
| grain | spray | | | feel | three |
| hail | stay | | | feet | tree |
| jail | stray | | | flee | wee |
| laid | sway | | | fleet | weed |
| maid | tray | | | free | week |
| mail | way | | | glee | weep |
| main | | | | greed | wheel |
| nail | | | | green | |
| paid | | | | greet | |
| pail | | | | heel | |
| pain | | | | jeep | |
| paint | | | | keen | |
| plain | | | | keep | |
| praise | | | | knee | |
| quaint | | | | kneel | |
| rail | | | | meet | |
| rain | | | | need | |
| sail | | | | peel | |
| saint | | | | peep | |
| snail | | | | preen | |
| sprain | | | | queen | |
| stain | | | | reed | |
| straight | | | | reef | |
| strain | | | | reel | |
| strait | | | | screen | |
| tail | | | | see | |
| trail | | | | seed | |
| train | | | | seek | |
| vain | | | | seem | |
| wail | | | | seen | |
| waist | | | | seep | |
| wait | | | | sheep | |

(cont.)

## OTHER COMMON LONG VOWEL PATTERNS (*cont.*)

| Long e | | | Long *i* | | |
|---|---|---|---|---|---|
| *ea* | | *ie* | *igh* | *y* | *iCC* |
| beach | sea | brief | bright | by | bind |
| bead | seal | chief | fight | cry | blind |
| beak | seam | field | flight | dry | child |
| beam | seat | fiend | fright | fly | climb |
| bean | sneak | grief | high | fry | find |
| beast | speak | grieve | knight | guy | grind |
| beat | squeak | liege | light | my | hind |
| breathe | squeal | niece | might | pry | kind |
| cheat | steal | piece | night | shy | mind |
| clean | steam | priest | right | sky | rind |
| cream | stream | shield | sigh | sly | sign |
| deal | tea | shriek | sight | spry | wild |
| dream | teach | siege | slight | spy | wind*** |
| each | team | thief | thigh | try | |
| ease | treat | yield | tight | why | |
| east | weak | | | | |
| eat | weave | | | | |
| feast | wheat | | | | |
| flea | | | | | |
| heal | **short e** | | | | |
| heap | bread | | | | |
| heat | breast | | | | |
| knead | breath | | | | |
| lead* | dead | | | | |
| leaf | deaf | | | | |
| leak | death | | | | |
| lean | dread | | | | |
| leash | head | | | | |
| least | health | | | | |
| leave | lead** | | | | |
| meal | meant | | | | |
| mean | read** | | | | |
| meat | realm | | | | |
| neat | spread | | | | |
| pea | stealth | | | | |
| peace | sweat | | | | |
| peach | thread | | | | |
| peak | threat | | | | |
| plea | tread | | | | |
| real | wealth | | | | |
| reach | | | | | |
| read* | | | | | |

*Also pronounced /ĕ/.
**Also pronounced /ē/.
***Also pronounced /ĭ/.

(cont.)

## OTHER COMMON LONG VOWEL PATTERNS (*cont.*)

| Long *o* | | | | Long *u* | | |
|---|---|---|---|---|---|---|
| ***oa*** | ***oe/o*** | ***oCC*** | ***ow*** | ***ew**** | ***ue*** | ***ui*** |
| boast | doe | bold | blow | blew | blue | bruise |
| boat | foe | bolt | blown | brew | clue | cruise |
| cloak | hoe | both | bow | chew | cue | fruit |
| coach | toe | cold | bowl | crew | due | juice |
| coal | woe | colt | crow | dew | flue | suit |
| coast | | comb | flow | drew | glue | |
| coat | go | fold | flown | few | hue | |
| coax | ho | folk | glow | flew | sue | |
| croak | no | ghost | grow | grew | true | |
| float | so | gold | growth | knew | | |
| foam | | hold | know | mew | | |
| goal | | host | known | new | | |
| goat | | jolt | low | screw | | |
| groan | | mold | mow | shrew | | |
| load | | most | own | shrewd | | |
| loaf | | old | show | stew | | |
| loan | | poll | shown | threw | | |
| moan | | post | slow | yew | | |
| moat | | roll | snow | | | |
| oak | | scold | sow | | | |
| oat | | sold | stow | | | |
| oath | | stroll | throw | | | |
| poach | | told | thrown | | | |
| roach | | volt | tow | | | |
| road | | | | | | |
| roam | | | | | | |
| roast | | | | | | |
| soak | | | | | | |
| soap | | | | | | |
| throat | | | | | | |
| toad | | | | | | |
| toast | | | | | | |
| whoa | | | | | | |

---

*The ew pattern is also included with "Abstract Vowels."

## COMPLEX CONSONANT PATTERNS

| **Digraphs** | **Triple-letter blends** | | | | | |
|---|---|---|---|---|---|---|
| ***qu*** | ***scr*** | ***shr*** | ***spl/spr*** | ***squ*** | ***str*** | ***thr*** |
| quack | scram | shrank | splash | squad | straight | thrash |
| quail | scrap | shred | splay | squall | strain | thread |
| quaint | scrape | shrew | splice | square | strait | threat |
| quake | scratch | shrewd | splint | squash | strand | three |
| quart | scrawl | shriek | split | squat | strange | thresh |
| quartz | scream | shrill | splotch | squaw | strap | threw |
| queen | screech | shrimp | splurge | squawk | straw | thrift |
| queer | screen | shrink | | squeak | stray | thrill |
| quench | screw | shrine | sprain | squeal | streak | thrive |
| quest | scribe | shroud | sprang | squeeze | stream | throat |
| quick | scrimp | shrub | sprawl | squelch | street | throb |
| quill | script | shrug | spray | squid | strength | throng |
| quilt | scroll | shrunk | spread | squint | stress | throne |
| quince | scrub | | spree | squire | stretch | through |
| quirk | scruff | | sprig | squirm | strew | throw |
| quiet | scrunch | | spring | squirt | strict | thrown |
| quit | | | sprint | | stride | thrush |
| quite | | | sprite | | strife | thrust |
| quiz | | | sprout | | strike | |
| quoits | | | spruce | | string | |
| quote | | | sprung | | strip | |
| | | | | | stripe | |
| | | | | | strive | |
| | | | | | strode | |
| | | | | | stroll | |
| | | | | | stroke | |
| | | | | | strong | |
| | | | | | struck | |
| | | | | | strum | |
| | | | | | strung | |
| | | | | | strut | |

(cont.)

## COMPLEX CONSONANT PATTERNS (*cont.*)

### Sound-alike final consonant patterns

***ck***

back
black
block
brick
buck
check
chick
click
clock
cluck
cock
crack
deck
dock
duck
fleck
flick
flock
frock
jack
kick
knock
lack
lick
lock
luck
mock
neck
pack
peck
pick
pluck
prick
quack
quick
rack
rock
sack
shack
shock
sick
slack
slick
smack
smock
snack
sock

speck
stack
stick
stock
struck
stuck
suck
tack
thick
tick
track
trick
truck
tuck
whack
wick
wreck

***ke***

bake
bike
brake
broke
cake
choke
drake
duke
fake
flake
hike
joke
lake
like
make
poke
quake
rake
sake
shake
smoke
spoke
stake
strike
stroke
take
wake
woke
yoke

***k***

beak
break
cheek
cloak
creek
croak
leak
oak
peak
seek
sleek
sneak
soak
speak
squeak
steak
weak
week

book
brook
chalk
cook
crook
hook
shook
squawk
stalk
took

ask
bank
blank
blink
desk
drink
junk
link
mask
milk
sank
sink
skunk
stink
tank
wink

bark
clerk
cork
dark
fork
jerk
park
pork
shark
spark
stork

***ch***

beach
beech
coach
couch
peach
poach
pouch
reach
roach
teach

belch
bench
birch
branch
bunch
church
cinch
crunch
drench
finch
gulch
hunch
launch
lunch
march
mulch
munch
perch
pinch
porch
punch
ranch
scorch
scrunch
search
starch
torch
trench
wrench

***tch***

batch
blotch
botch
catch
clutch
crotch
crutch
ditch
fetch
hatch
hitch
hutch
latch
match
notch
patch
pitch
scratch
sketch
snatch
stitch
switch
thatch
twitch
witch

BEST COPY AVAILABLE

(*cont.*)

## COMPLEX CONSONANT PATTERNS (*cont.*)

| More sound-alikes | | Soft consonants | | Silent consonants | |
|---|---|---|---|---|---|
| *ge* | *dge* | *g** | *c* | *gn/kn* | *mb/wr* |
| age | badge | gee | bounce | *gn* | *mb* |
| cage | bridge | gel | chance | gnarl | bomb |
| gauge | budge | gem | choice | gnash | climb |
| gouge | dodge | genes | dance | gnat | comb |
| huge | dredge | germ | dice | gnaw | crumb |
| page | edge | gist | face | gnome | dumb |
| rage | fledge | gym | fence | gnu | jamb |
| sage | fudge | | fierce | | lamb |
| siege | grudge | | force | *kn* | limb |
| stage | hedge | | glance | knack | numb |
| stooge | judge | | ice | knave | plumb |
| | ledge | | juice | knead | thumb |
| binge | lodge | | lace | knee | tomb |
| bulge | midge | | mice | kneel | womb |
| change | nudge | | nice | knelt | |
| charge | pledge | | niece | knew | *wr* |
| cringe | ridge | | once | knife | wrap |
| forge | sledge | | peace | knight | wrath |
| fringe | smudge | | piece | knit | wreath |
| gorge | trudge | | place | knob | wreck |
| hinge | wedge | | pounce | knock | wren |
| large | | | prance | knoll | wrench |
| lounge | | | price | knot | wring |
| lunge | | | race | know | wrist |
| merge | | | rice | known | write |
| plunge | | | sauce | | wrong |
| range | | | since | | wrote |
| singe | | | slice | | wrung |
| sponge | | | space | | wry |
| surge | | | spice | | |
| urge | | | spruce | | |
| verge | | | trace | | |
| | | | twice | | |
| | | | voice | | |
| | | | | | |
| | | | cease | | |
| | | | cell | | |
| | | | cent | | |
| | | | cinch | | |
| | | | cite | | |
| | | | cyst | | |

*See also *ge/dge* lists.

## ABSTRACT VOWELS

| /o͞o/ | | /o͝o/ | /oi/ | |
|---|---|---|---|---|
| ***ew/ou**** | ***oo*** | ***oo/ou*** | ***oy*** | ***oi*** |
| blew | bloom | book | boy | boil |
| brew | boom | brook | coy | broil |
| chew | boost | cook | joy | coil |
| crew | boot | crook | soy | coin |
| dew | broom | foot | toy | foil |
| drew | cool | good | | hoist |
| few | coop | hood | | join |
| flew | food | hoof | | joint |
| grew | fool | hook | | loin |
| knew | gloom | look | | moist |
| mew | goof | shook | | oil |
| new | groom | soot | | point |
| screw | hoot | stood | | soil |
| shrew | loom | took | | spoil |
| shrewd | loop | wood | | toil |
| skew | moo | wool | | void |
| stew | mood | | | |
| threw | moon | could | | |
| yew | noon | should | | |
| | pool | would | | |
| croup | proof | | | |
| ghoul | roof | | | |
| group | room | | | |
| route* | roost | | | |
| soup | root | | | |
| through | school | | | |
| you | scoop | | | |
| youth | scoot | | | |
| | shoot | | | |
| | smooth | | | |
| | snoop | | | |
| | soon | | | |
| | spool | | | |
| | spoon | | | |
| | stool | | | |
| | swoop | | | |
| | too | | | |
| | tool | | | |
| | toot | | | |
| | troop | | | |
| | whoop | | | |
| | zoo | | | |
| | zoom | | | |

*This pattern could be studied with long u.
**Also pronounced /ou/.

(cont.)

### ABSTRACT VOWELS (*cont.*)

| /ou/ | | /ô/ | | | /ä/ /ör/ |
|---|---|---|---|---|---|
| **ou** | **ow** | **au** | **aw** | **al** | **wa** |
| bound | brow | caught | bawl | all | swab |
| cloud | brown | cause | caw | bald | swamp |
| couch | clown | fault | claw | balk | swan |
| count | cow | fraud | crawl | ball | swap |
| crouch | crowd | gauze | dawn | call | swat |
| doubt | crown | haul | draw | chalk | swatch |
| foul | down | haunch | drawl | fall | swath |
| found | drown | haunt | drawn | false | wad |
| grouch | fowl | launch | fawn | hall | waft |
| ground | frown | sauce | gnaw | halt | walk |
| hound | gown | taught | hawk | mall | wall |
| loud | how | vault | jaw | malt | waltz |
| mound | howl | | law | salt | wand |
| mount | growl | | lawn | scald | want |
| mouth | now | | paw | small | wash |
| ouch | ow | | pawn | stalk | wasp |
| out | owl | | raw | stall | watch |
| pouch | plow | | saw | talk | watt |
| pound | pow | | shawl | tall | |
| proud | prowl | | slaw | walk | dwarf |
| round | scowl | | sprawl | wall | swarm |
| scout | sow | | squawk | waltz | war |
| shout | town | | straw | | ward |
| snout | vow | | thaw | | warm |
| sound | wow | | yawn | | warn |
| south | | | | | warp |
| spout | | | | | wart |
| sprout | | | | | |
| stout | | | | | |

## SOUNDS FOR THE *ED* INFLECTIONAL ENDING

/ɪd/

acted
boasted
bounded
drifted
dusted
ended
floated
folded
lasted
lifted
loaded
handed
melted
needed
painted
parted
planted
rented
roasted
shifted
squirted
started
treated
trusted
twisted
waited
wanted

batted
dotted
patted

stated
traded

/d/

aimed
bloomed
boiled
buzzed
cheered
claimed
cleaned
crowed
filled
flowed
groaned
joined
mailed
rained
roamed
rolled
sailed
screamed
seemed
showed
snowed
squealed
squirmed
trailed
trained
turned
yelled

grabbed
grinned
hugged
planned

cared
closed
dared
raised
smiled

tried

/t/

asked
blinked
bumped
cracked
chirped
coached
crushed
dashed
dressed
fished
fussed
heaped
jerked
jumped
missed
mixed
passed
peeped
picked
pushed
reached
rushed
splashed
stamped
walked
winked
worked

dropped
shopped
skipped
stopped
stripped
trapped

baked
chased
hoped

*Note:* The examples with e-drop and doubling changes that are included in the three short columns above are appropriate for sorting activities with this feature, but students should not be expected to correctly apply the e-drop and doubling principles in their spelling.

## HOMOPHONES

***a***

ant
aunt

air
heir

aid
aide

ate
eight

brake
break

bare
bear

bail
bale

base
bass

days
daze

fair
fare

flair
flare

gait
gate

grate
great

hair
hare

hall
haul

hay
hey

made
maid

mail
male

main
Maine
mane

maize
maze

mall
maul

pail
pale

pain
pane

pair
pare
pear

pause
paws

plain
plane

pray
prey

rain
reign
rein

rap
wrap

raise
rays

sac
sack

sail
sale

slay
sleigh

stake
steak

stair
stare

straight
strait

tacks
tax

tail
tale

their
there
they're

vail
vale

vain
vane
vein

waist
waste

wait
weight

ware
wear
where

way
weigh

***e***

be
bee

beach
beech

beat
beet

berth
birth

bread
bred

cell
sell

cent
scent
sent

cheap
cheep

creak
creek

dear
deer

earn
urn

eaves
eves

feat
feet

flea
flee

freeze
frieze

genes
jeans

heal
heel

hear
here

heard
herd

knead
need

lead
led

leak
leek

meat
meet

peace
piece

peak
peek

peal
peel

peer
pier

per
purr

read
red

real
reel

rest
wrest

scene
seen

sea
see

seam
seem

shear
sheer

steal
steel

suite
sweet

tea
tee

tear
tier

we
wee

weak
week

weave
we've

we'd
weed

(sense)*
(since)

(than)
(then)

*Not true homophones but often confused.

(cont.)

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## HOMOPHONES (*cont.*)

***i***

aisle
I'll
isle

eye
I

been
bin

buy
by
bye

cite
sight
site

die
dye

fir
fur

gilt
guilt

him
hymn

hi
high

in
inn

its
it's

knight
night

knit
nit

lie
lye

might
mite

right
write

ring
wring

stile
style

tic
tick

thyme
time

which
witch

vice
vise

**o**

beau
bow

boar
bore

bough
bow

brows
browse

chord
cord

close
clothes

coarse
course

core
corps

doe
dough

flour
flower

for
fore
four

forth
fourth

foul
fowl

groan
grown

hoarse
horse

hole
whole

hour
our

knot
not

know
no

loan
lone

moan
mown

morn
mourn

oh
owe

pole
poll

pore
pour

road
rode

role
roll

rose
rows

rote
wrote

sew
so
sow

soar
sore

throne
thrown

toe
tow

warn
worn

your
you're

***u***

blew
blue

brews
bruise

bundt
bunt

chews
choose

chute
shoot

coop
coupe

crews
cruise

dew
do
due

ewe
yew
you

flew
flu
flue

gnu
knew
new

loot
lute

one
won

plum
plumb

root
route

rough
ruff

scull
skull

some
sum

son
sun

tern
turn

threw
through

to
too
two

troop
troupe

who's
whose

wood
would

yoke
yolk

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## CONTRACTIONS

**am**
I'm

**are**
they're
we're
you're

**had, would**
he'd
I'd
she'd
they'd
there'd
we'd
who'd
you'd

**have**
I've
could've
should've
they've
we've
would've
you've

**is, has**
here's
he's
how's
it's
she's
that's
there's
what's
where's
who's

**not**
aren't
can't
couldn't
doesn't
don't
hadn't
hasn't
haven't
isn't
shouldn't
wasn't
weren't
wouldn't

**us**
let's

**will**
I'll
it'll
he'll
she'll
that'll
they'll
we'll
you'll

# Syllable Juncture

## COMPOUND WORDS

### By word family

**Two syllables**

**air**craft
airline
airmail
airplane
airport
airtight
airwaves
**back**bone
background
backstop
backyard
**bare**back
barefoot
**base**ball
baseboard
**bath**robe
bathroom
bathtub
birdbath
**bed**bug
bedroll
bedroom
bedspread
bedtime
**birth**day
birthmark
birthplace
birthstone
**black**berry
blackbird
blacksmith
blacktop
**book**case
bookend
bookmark
bookshelf
bookworm
cookbook
scrapbook
textbook
**camp**fire
campground
campsite
**cat**bird
catfish
catnap
catnip
cattail
**class**mate
classroom
**corn**cob
cornfield
cornhusk
cornmeal
cornstalk
cornstarch
popcorn
**court**house
courtroom
courtyard
**door**bell
doorknob
doorman
doormat
doorstep
doorstop
doorway
**down**cast
downfall
downhill
downpour
downstairs
downstream
downtown
**egg**plant
eggshell
**eye**ball
eyebrow
eyelid
eyesight
eyestrain
**farm**house
farmland
farmyard
**fire**arm
firefly
fireman
fireplace
fireproof
fireworks
**foot**ball
footbridge
foothills
foothold
footnote
footprint
footstep
footstool
**grape**fruit
grapevine
**hair**brush
haircut
hairdo
hairpin
hairstyle
**hand**cuff
handmade
handshake
handsome
handspring
**head**ache
headband
headdress
headfirst
headlight
headline
headphone
headway
**high**lands
highlight
highway
**home**land
homemade
homeroom
homesick
homestretch
homework
**horse**back
horsefly
horseman
horseshoe
**house**boat
household
housewife
housework
housetop
**in**come
indoor
inland
inside
into
**land**fall
landfill
landlord
landmark
landslide
**life**boat
lifeguard
lifelike
lifelong
lifetime
**light**house
lightweight
daylight
flashlight
sunlight
**mail**box
mailman
**news**cast
newsprint
newsstand
**night**fall
nightgown
nightmare
nighttime
**north**east
northwest
**out**burst
outcast
outcome
outcry
outdoors
outfield
outfit
outline
outside
**play**ground
playhouse
playmate
playpen
playroom
**rain**bow
raincoat
raindrop
rainfall
rainstorm
**rail**road
railway
**road**block
roadside
roadway
roadwork
**run**down
runoff
runway
**sea**coast
seafood
seaman
seaport
seasick
seashore
seaside
seaweed
**snow**ball
snowdrift
snowflake
snowman
snowplow
snowshoe
snowstorm
**south**east
southwest
**stair**case
stairway
stairwell
**tooth**brush
toothpaste
toothpick
**up**date
uphold
upright
uproar
upset
upstairs
upstream
**wind**burn
windmill
windpipe
windshield
windstorm

*(cont.)*

## COMPOUND WORDS (*cont.*)

### By word family

**Two syllables**

**with**draw
withhold
within
without
withstand

**Three syllables**

**any**body
anyone
anything
anytime
anywhere
**butter**cup
butterfly
buttermilk
butternut
butterscotch
for**ever**
however
whenever
whoever
**every**body
everyone
everything
everywhere
**grand**children
granddaughter
grandfather
grandmother
grandparents
grandson
**over**all
overboard
overcast
overcoat
overcome
overflow
overhead
overlook
overview
**under**go
underground
undergrowth
underline
underlying
undermine
understand
underwater
**water**color
waterfall
watermelon
waterproof
waterway

### Other compounds

**Two syllables**

beehive
breakfast
broadcast
broomstick
cannot
chairman
coastline
cowboy
daylight
driftwood
driveway
drugstore
earthquake
farewell
flagpole
flashlight
framework
goldfish
halfway
hillside
lookout
mainland
network
notebook
offspring
paintbrush
pancake
peanut
proofread
rowboat
sailboat
scarecrow
sidewalk
smallpox
spaceship
springtime
stagecoach
starfish
steamboat
suitcase
throughout
warehouse
weekend
widespread
wildlife
worthwhile

**Three syllables**

afternoon
basketball
bookkeeper
businessman
candlestick
cheerleader
cheeseburger
hamburger
coffeepot
commonplace
fingerprint
flowerpot
furthermore
gingerbread
heavyweight
however
masterpiece
mountainside
nevertheless
otherwise
policeman
quarterback
rattlesnake
salesperson
skyscraper
storekeeper
summertime
thanksgiving
townspeople
typewriter

## HYPHENATED COMPOUND WORDS

age-old
all-stars
bare-handed
baby-sit
best-seller
blast-off
bleary-eyed
break-in
broken-down
built-in
cave-in
cease-fire
chin-ups
chock-full
clean-cut
color-blind
cover-up
cross-country
cross-examine
cross-eyed
cure-all
cut-rate
daughter-in-law
do-it-yourself
dog-eat-dog
double-breasted
double-cross
down-to-earth
drip-dry
empty-handed
eye-opener
fair-minded
father-in-law
first-class
follow-up
forget-me-not
forty-five
free-for-all
freeze-dried
fuddy-duddy
full-time
go-getter
good-bye
good-for-nothing
grown-ups
hair-raising
hands-on
hard-hearted
hard-core
head-on
heavy-duty
helter-skelter
high-strung
hocus-pocus
ice-skating
ill-advised
in-depth
jack-o'-lantern
king-sized
know-how
left-handed
letter-perfect
lift-off
light-headed
long-distance
long-winded
make-believe
man-made
merry-go-round
middle-aged
mix-up
mother-in-law
mother-of-pearl
narrow-minded
nerve-racking
nitty-gritty
old-fashioned
old-timer
one-sided
one-way
open-ended
open-minded
out-of-bounds
part-time
pigeon-toed
play-offs
polka-dotted
push-button
push-ups
red-handed
right-handed
rip-off
run-of-the-mill
run-down
runners-up
self-cleaning
self-control
self-defense
short-term
show-off
sight-seeing
sit-ups
so-so
step-by-step
time-out
tip-top
tongue-tied
topsy-turvy
trade-off
tug-of-war
tune-up
two-way
up-to-date
vice-president
walk-in
walkie-talkie
warm-blooded
weather-proofed
well-defined
well-done
well-known
well-to-do
wishy-washy
yo-yo

## DOUBLING AND *E*-DROP WITH *ED* AND *ING*

### No change

#### CVCC

ask: asked asking
back: backed backing
blend: blended blending
call: called calling
catch: (caught) catching
comb: combed combing
climb: climbed climbing
cross: crossed crossing
draft: drafted drafting
dress: dressed dressing
drift: drifted drifting
fish: fished fishing
farm: farmed farming
fill: filled filling
guard: guarded guarding
guess: guessed guessing
hand: handed handing
hiss: hissed hissing
hunt: hunted hunting
jump: jumped jumping
land: landed landing
lift: lifted lifting
limp: limped limping
march: marched marching
mark: marked marking
melt: melted melting
miss: missed missing
munch: munched munching
nest: nested nesting
puff: puffed puffing
pull: pulled pulling
punt: punted punting
push: pushed pushing
rock: rocked rocking
slump: slumped slumping
smell: smelled smelling
spill: spilled spilling
sprint: sprinted sprinting
stamp: stamped stamping
start: started starting
talk: talked talking
twist: twisted twisting
want: wanted wanting
wash: washed washing
watch: watched watching
wreck: wrecked wrecking

#### CVVC (CVV)

aim: aimed aiming
bail: bailed bailing
bowl: bowled bowling
braid: braided braiding
chain: chained chaining
cheer: cheered cheering
chew: chewed chewing
claim: claimed claiming
clean: cleaned cleaning
coach: coached coaching
creak: creaked creaking
drain: drained draining
eat: (ate) eating
fail: failed failing
fool: fooled fooling
keep: (kept) keeping
gain: gained gaining
groan: groaned groaning
heal: healed healing
lean: leaned leaning
load: loaded loading
loan: loaned loaning
mail: mailed mailing
meet: (met) meeting
need: needed needing
peep: peeped peeping
play: played playing
point: pointed pointing
preen: preened preening
pout: pouted pouting
rain: rained raining
roar: roared roaring
sail: sailed sailing
scoop: scooped scooping
scream: screamed screaming
seal: sealed sealing
shout: shouted shouting
sneak: sneaked sneaking
snow: snowed snowing
speak: (spoke) speaking
speed: speeded (or sped) speeding
spoil: spoiled spoiling
spray: sprayed spraying
trail: trailed trailing
train: trained training
wait: waited waiting

(cont.)

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## DOUBLING AND *E*-DROP WITH *ED* AND *ING* (*cont.*)

| Double | e-drop |
|---|---|
| CVC | CVCe |
| bat: batted batting | bake: baked baking |
| beg: begged begging | blame: blamed blaming |
| blur: blurred blurring | care: cared caring |
| can: canned canning | chase: chased chasing |
| chip: chipped chipping | chime: chimed chiming |
| chop: chopped chopping | dare: dared daring |
| clip: clipped clipping | drive: (drove) driving |
| dip: dipped dipping | file: filed filing |
| drag: dragged dragging | flame: flamed flaming |
| drip: dripped dripping | fume: fumed fuming |
| drop: dropped dropping | grade: graded grading |
| fan: fanned fanning | hope: hoped hoping |
| fit: fitted (or fit) fitting | ice: iced icing |
| hop: hopped hopping | like: liked liking |
| hug: hugged hugging | line: lined lining |
| jog: jogged jogging | make: (made) making |
| knit: knitted knitting | mine: mined mining |
| knot: knotted knotting | name: named naming |
| mop: mopped mopping | note: noted noting |
| net: netted netting | owe: owed owing |
| pad: padded padding | pile: piled piling |
| pet: petted petting | pipe: piped piping |
| pin: pinned pinning | place: placed placing |
| plan: planned planning | price: priced pricing |
| plug: plugged plugging | race: raced racing |
| pop: popped popping | ride: (rode) riding |
| quit: quitted (or quit) quitting | save: saved saving |
| rob: robbed robbing | score: scored scoring |
| rub: rubbed rubbing | shade: shaded shading |
| scar: scarred scarring | shake: (shook) shaking |
| ship: shipped shipping | share: shared sharing |
| shop: shopped shopping | skate: skated skating |
| slip: slipped slipping | shape: shaped shaping |
| snap: snapped snapping | slope: sloped sloping |
| sob: sobbed sobbing | smile: smiled smiling |
| star: starred starring | stare: stared staring |
| step: stepped stepping | store: stored storing |
| stir: stirred stirring | strike: (struck) striking |
| stop: stopped stopping | take: (took) taking |
| tap: tapped tapping | tame: tamed taming |
| thin: thinned thinning | trade: traded trading |
| tip: tipped tipping | tune: tuned tuning |
| trap: trapped trapping | use: used using |
| trip: tripped tripping | vote: voted voting |
| tug: tugged tugging | wave: waved waving |
| win: (won) winning | write: (wrote) writing |

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## OTHER SYLLABLE JUNCTURE DOUBLING

### First syllable stress

**VCCV**

absent
after
album
argue
artist
athlete
basket
biscuit
border
cactus
canyon
capture
carpet
center
census
chapter
children
chimney
chipmunk
comfort
compass
concert
constant
contact
contest
costume
custom
dentist
distant
district
dolphin
elbow
emblem
engine
enter
expert
fabric
furnish
further
garden
ginger
harvest
helmet
hundred
husband
index

injure
insect
instant
kerchief
kingdom
lantern
lobster
lumber
market
master
merchant
midget
mischief
monster
morning
mushroom
mustard
napkin
nonsense
normal
nostril
number
orbit
orchard
order
orphan
panther
pardon
pencil
perfect
person
picnic
picture
pilgrim
plastic
portrait
powder
pretzel
problem
public
publish
pumpkin
purchase
ransom
reptile
rescue

sandwich
scarlet
seldom
sentence
servant
shelter
signal
sister
Sunday
temper
texture
thunder
trumpet
turkey
twenty
umpire
under
urgent
velvet
victim
walnut
walrus
welcome
whimper
window
winter
wonder

**VV**

cruel
dial
giant
lion
quiet
trio

**Doublet**

apple
attic
ballot
battle
better
blizzard
blossom
bottle
button
cabbage
carry
cattle
channel
classic
coffee
comment
copper
cottage
dipper
dizzy
effort
errand
fellow
flutter
foggy
follow
funny
gallon
getting
glasses
gossip
hammock
happen
happy
hello
hollow
huddle
hugging
inning
kitten
ladder
lesson
letter
mammal
message
muffin

narrow
offer
office
passage
pattern
pebble
pillow
planning
puddle
puppet
puzzle
rabbit
scribble
shallow
simmer
skinny
slipper
soccer
spatter
spelling
stopping
sudden
supper
tennis
traffic
trapper
trolley
tunnel
valley
village
wallet
wedding
wiggle
willow
worry
wrapper
written
yellow
yucca

**VCV (open)**

able
acorn
agent
baby
bacon
basic
beaver
bison
bugle
china
climate
clover
cocoa
cozy
crater
crisis
duty
eager
even
evil
famous
favor
feature
female
fever
final
flavor
focus
freedom
frequent
Friday
future
glider
human
humid
item
ivy
labor
ladies
lazy
legal
local
major
meter
migrate
moment

(cont.)

## OTHER SYLLABLE JUNCTURE DOUBLING (*cont.*)

| First syllable stress | | | Second syllable stress | | |
|---|---|---|---|---|---|
| **VCV open** | **VCV closed** | | **VCCV** | **Doublet*** | **VCV open** |
| music | atom | never | absorb | afford | amount |
| navy | balance | novel | admire | balloon | around |
| notice | cabin | olive | admit | bassoon | because |
| photo | camel | oven | although | dessert | before |
| pilot | cavern | palace | cartoon | pollute | believe |
| pirate | chili | panel | complete | possess | beside |
| pony | civil | panic | compose | raccoon | beyond |
| private | clever | parent | conclude | | cement |
| profile | closet | planet | confess | **VV** | debate |
| program | comet | polish | confuse | create | decide |
| pupil | comic | prison | contain | duet | declare |
| radar | credit | profit | control | | demand |
| reason | decade | promise | discuss | | deny |
| recent | digit | punish | disguise | | elect |
| ripen | dozen | radish | disturb | | event |
| robot | driven | rapid | employ | | hotel |
| rodent | edit | refuge | enjoy | | obey |
| rotate | famine | robin | entire | | police |
| ruby | figure | salad | exchange | | polite |
| rumor | finish | savage | excite | | prepare |
| sequel | frigid | second | explain | | pretend |
| shiny | govern | shiver | express | | prevent |
| silent | gravel | shovel | forbid | | proceed |
| siren | habit | sliver | forget | | propel |
| soda | heaven | solid | ignore | | recite |
| sofa | honest | spinach | improve | | relief |
| solar | honey | stomach | include | | remain |
| solo | honor | talent | indeed | | repair |
| species | image | taxi | inspect | | resist |
| spicy | jacket | tenant | instead | | resume |
| spiral | legend | timid | invite | | return |
| spoken | lemon | topic | observe | | reveal |
| student | level | travel | percent | | reward |
| super | lever | value | perform | | secure |
| treason | lily | vanish | perfume | | select |
| tulip | limit | visit | perhaps | | severe |
| tuna | linen | vivid | sincere | | superb |
| unit | lizard | volume | surprise | | unite |
| vacant | manage | wagon | until | | |
| widen | menace | weather | | | **VCV closed** |
| zebra | menu | wizard | | | exact |
| | mimic | | | | exist |
| | model | | | | giraffe |
| | modern | | | | |
| | money | | | | |

*Most words of this type have *assimilated prefixes* (*accept*) and are listed at the DC stage.

## LONG AND SHORT VOWEL PATTERNS IN THE STRESSED SYLLABLE

| Short a | Long a | | | |
|---|---|---|---|---|
| *a* | *aCe* | *ai* | *ay* | *open a* |
| accent | amaze (2) | acquaint (2) | astray (2) | agent |
| adapt (2) | awake (2) | afraid (2) | betray (2) | April |
| alas (2) | baseball | await (2) | crayfish | basil |
| ambush | basement | campaign | crayon | basin |
| attach (2) | behave (2) | complain (2) | daydream | basic |
| attic | bracelet | contain (2) | daylight | basis |
| background | cascade (2) | dainty | decay | cradle |
| ballot | create (2) | drainage | dismay | crater |
| bandage | debate (2) | exclaim (2) | grayish | data |
| campfire | disgrace (2) | explain (2) | hooray (2) | fable |
| cannon | embrace (2) | failure | layer | fatal |
| canvas | engage (2) | mailbox | maybe | glacier |
| cattle | engrave (2) | mainland | mayor | hatred |
| daddy | erase (2) | painter | okay (2) | labor |
| enchant (2) | escape (2) | railroad | payment | ladle |
| exact (2) | estate (2) | rainbow | player | lazy |
| expand (2) | exchange (2) | raincoat | playmate | nation |
| falcon | graceful | raisin | portray (2) | navy |
| flashlight | grapefruit | refrain (2) | prayer | patient |
| gallop | mistake (2) | remain (2) | sayings | rabies |
| halfway | parade (2) | sailor | today (2) | radar |
| lantern | pavement | strainer | | raven |
| hammer | persuade (2) | sustain (2) | | sacred |
| massive | safety | tailor | | savor |
| matter | skateboard | trainer | | shaky |
| package | spacecraft | traitor | | skater |
| patent | statement | waiter | | vapor |
| pattern | | | | |
| perhaps (2) | | | | |
| rancher | | | | |
| rapid | | | | |
| sample | | | | |
| satin | | | | |
| scamper | | | | |
| scatter | | | | |
| shadow | | | | |
| tablet | | | | |
| talons | | | | |
| tragic | | | | |
| transfer | | | | |
| translate | | | | |
| unpack (2) | | | | |

*Note:* Words included in this feature have a first-syllable stress unless otherwise indicated–for example, *enchant (2)*.

(cont.)

## LONG AND SHORT VOWEL PATTERNS IN THE STRESSED SYLLABLE (*cont.*)

| Short e | | Long e | | |
|---|---|---|---|---|
| ***e*** | ***ea*** | ***ee*** | ***ea*** | ***ie*** |
| address (2) | ahead (2) | agree (2) | appeal (2) | achieve (2) |
| arrest (2) | breakfast | asleep (2) | beaver | apiece (2) |
| ascend (2) | deafen | baleen (2) | cheaply | belief (2) |
| attend (2) | dreadful | between (2) | conceal (2) | believe (2) |
| beggar | feather | breezy | creature | besiege (2) |
| blender | healthy | canteen (2) | defeat (2) | debrief (2) |
| center | heaven | cheetah | disease (2) | diesel |
| collect (2) | heavy | degree (2) | eager | relief (2) |
| confess (2) | instead (2) | esteem (2) | easel | relieve (2) |
| condense (2) | leather | exceed (2) | easy | reprieve (2) |
| connect (2) | meadow | freedom | ideal (2) | retrieve (2) |
| defend (2) | measure | freeway | increase (2) | |
| depend (2) | pheasant | gleeful | leakage | |
| depress (2) | pleasant | greenish | meanwhile | |
| descend (2) | ready | greeting | mislead (2) | |
| distress (2) | steady | indeed (2) | ordeal (2) | |
| edit | steadfast | kneecap | peanut | |
| effect (2) | sweatshirt | proceed (2) | reason | |
| effort | treadmill | redeem (2) | release (2) | |
| elect (2) | treasure | seedling | repeal (2) | |
| engine | weapon | sleeping | repeat (2) | |
| envy | weather | speedway | reveal (2) | |
| event (2) | | steeply | treason | |
| exit | | steeple | weasel | |
| expect (2) | | succeed (2) | | |
| extend (2) | | sweeper | | |
| extra | | sweeten | | |
| freshly | | tureen (2) | | |
| intend (2) | | tweezers | | |
| neglect (2) | | wheelchair | | |
| never | | unseen (2) | | |
| percent | | | | |
| pretend (2) | | | | |
| prevent (2) | | | | |
| profess (2) | | | | |
| protect (2) | | | | |
| refresh (2) | | | | |
| request (2) | | | | |
| respect (2) | | | | |
| revenge (2) | | | | |
| select (2) | | | | |
| suggest (2) | | | | |
| unless (2) | | | | |

(cont.)

**LONG AND SHORT VOWEL PATTERNS IN THE STRESSED SYLLABLE (*cont.*)**

| Long e | | | Short *i* | |
|---|---|---|---|---|
| **open e** | **eCe** | ***ei*** | ***i*** | ***y*** |
| being | compete (2) | caffeine (2) | admit (2) | abyss (2) |
| cedar | complete (2) | ceiling | assist (2) | crystal |
| decent | concede (2) | conceive (2) | brittle | cymbal |
| depot | convene (2) | deceive (2) | chimney | cynic |
| detour | delete (2) | either | crimson | gymnast |
| even | deplete (2) | leisure | district | gypsy |
| evil | discrete (2) | neither | enlist (2) | mystery |
| female | extreme (2) | perceive (2) | equip (2) | physics |
| femur | impede (2) | receipt (2) | exist (2) | pygmy |
| fever | precede (2) | receive (2) | extinct (2) | rhythm |
| legal | recede (2) | seizure | figure | symbol |
| meter | secede (2) | | index | symptom |
| prefix | serene (2) | | injure | system |
| preview | stampede (2) | | illness | |
| recent | supreme (2) | | image | |
| regal | trapeze (2) | | insect | |
| sequence | | | instant | |
| species | | | instill (2) | |
| tepee | | | kidnap | |
| veto | | | kitchen | |
| zebra | | | liquid | |
| | | | listen | |
| | | | midget | |
| | | | middle | |
| | | | mixture | |
| | | | nickname | |
| | | | picket | |
| | | | pillow | |
| | | | princess | |
| | | | ribbon | |
| | | | shrivel | |
| | | | silver | |
| | | | simmer | |
| | | | sister | |
| | | | sixty | |
| | | | sizzle | |
| | | | splinter | |
| | | | stingy | |
| | | | timid | |
| | | | tissue | |
| | | | until (2) | |
| | | | village | |
| | | | whisper | |
| | | | window | |
| | | | winner | |
| | | | wisdom | |

(cont.)

## LONG AND SHORT VOWEL PATTERNS IN THE STRESSED SYLLABLE (*cont.*)

| Long *i* | | | | |
|---|---|---|---|---|
| ***iCe*** | ***igh*** | ***iCC*** | ***y*** | **open *i*** |
| advice (2) | brightness | align (2) | apply (2) | biker |
| advise (2) | delight (2) | assign (2) | bypass | bison |
| alive (2) | fighter | behind | cycle | bridle |
| arrive (2) | highlight | binder | cyclist | cider |
| awhile (2) | highness | bindings | cyclone | climax |
| confide (2) | highway | blindfold | cypress | diner |
| confine (2) | lighten | childhood | defy (2) | dining |
| beside (2) | lighthouse | childish | dryer | diver |
| decide (2) | lightning | climber | flyer | icy |
| decline (2) | mighty | design (2) | flyspeck | iris |
| despite (2) | nightmare | findings | gyro | item |
| device (2) | nighttime | hindsight | hybrid | lichen |
| devise (2) | sightsee | kindness | hydrant | minus |
| dislike (2) | tighten | remind (2) | hygiene | miser |
| divide (2) | tonight (2) | resign (2) | hyphen | pirate |
| driveway | | rewind (2) | imply (2) | pliers |
| excite (2) | | wildcat | July (2) | rhino |
| finely | | wildlife | nylon | rifle |
| iceberg | | unkind (2) | python | rival |
| ignite (2) | | | rely (2) | sinus |
| invite (2) | | | reply (2) | slimy |
| lively | | | rhyme | spider |
| ninety | | | skylark | tiger |
| oblige (2) | | | skyline | timer |
| polite (2) | | | spyglass | title |
| precise (2) | | | stylish | tripod |
| provide (2) | | | supply (2) | triumph |
| recite (2) | | | thyroid | virus |
| recline (2) | | | typhoid | visor |
| refine (2) | | | typist | writer |
| revive (2) | | | tyrant | |
| revise (2) | | | | |
| sidekick | | | | |
| sidewalk | | | | |
| surprise (2) | | | | |
| survive (2) | | | | |
| widely | | | | |
| widespread | | | | |

(cont.)

## LONG AND SHORT VOWEL PATTERNS IN THE STRESSED SYLLABLE (*cont.*)

| Short o | Long o | | | |
|---|---|---|---|---|
| **o** | **oCe** | **oa** | **oCC** | **ow** |
| adopt (2) | abode (2) | afloat (2) | almost (2) | aglow (2) |
| beyond (2) | alone (2) | approach (2) | behold (2) | below (2) |
| body | arose (2) | boathouse | coldness | bestow (2) |
| bonfire | awoke (2) | coaching | enroll (2) | blowhole |
| bother | boneless | coastal | folder | bowling |
| bottle | coleslaw | coaster | folklore | crowbar |
| bronco | compose (2) | coastline | foretold (2) | disown (2) |
| chocolate | decode (2) | coattail | goldfinch | glowworm |
| chopstick | devote (2) | goalie | hostess | lower |
| cobweb | dispose (2) | loafer | molding | owner |
| comma | enclose (2) | roadblock | molten | rowboat |
| comment | erode (2) | roadway | polka | rowers |
| congress | explode (2) | soapy | pollster | showdown |
| conquer | expose (2) | toadstool | postage | snowball |
| constant | homeless | toaster | postcard | snowfall |
| copper | homemade | unload (2) | poster | snowflake |
| cotton | homesick | | postmark | snowman |
| doctor | homestead | | revolt (2) | snowshoe |
| forgot (2) | homework | | smolder | snowstorm |
| hobby | hopeful | | soldier | |
| hockey | lonely | | stroller | |
| hollow | lonesome | | tollbooth | |
| honest | notebook | | uphold (2) | |
| lobby | postpone (2) | | withhold(2) | |
| lobster | promote (2) | | voltage | |
| modern | propose (2) | | | |
| monster | remote (2) | | | |
| nonsense | rosebush | | | |
| nostril | stovepipe | | | |
| novel | suppose (2) | | | |
| pocket | | | | |
| popcorn | | | | |
| posture | | | | |
| problem | | | | |
| profit | | | | |
| promise | | | | |
| province | | | | |
| respond (2) | | | | |
| robber | | | | |
| rotten | | | | |
| scholar | | | | |
| sloppy | | | | |
| sonnet | | | | |
| spotlight | | | | |
| topic | | | | |
| yonder | | | | |

(cont.)

## LONG AND SHORT VOWEL PATTERNS IN THE STRESSED SYLLABLE (*cont.*)

| **Long o** | **Short *u*** | **Long *u*** | |
|---|---|---|---|
| **open o** | ***u*** | ***u*Ce** | **open *u****** |
| bony | begun (2) | abuse (2) | bugle |
| chosen | bubble | acute (2) | futile |
| cobra | bundle | amuse (2) | future |
| donate | buzzer | compute (2) | humid |
| focus | chuckle | conclude (2) | human |
| frozen | clumsy | confuse (2) | humor |
| gopher | cluster | consume (2) | music |
| grocer | custom | dilute (2) | pupil |
| locate | disgust (2) | dispute (2) | ruby |
| local | distrust (2) | exclude (2) | ruling |
| moment | dungeon | excuse (2) | rumor |
| motor | erupt (2) | include (2) | student |
| nomad | fumble | jukebox | sumac |
| notice | funny | lukewarm | super |
| notion | grumpy | misuse (2) | truly |
| ocean | hundred | perfume (2) | tuba |
| odor | hungry | pollute (2) | tulip |
| pony | husband | presume (2) | tumor |
| potion | instruct (2) | protrude (2) | tuna |
| program | jungle | reduce (2) | tunic |
| pronoun | muffin | resume (2) | tutor |
| protein | mustang | salute (2) | |
| rodent | mustard | tubeless | |
| rotate | number | yuletide | |
| smoky | public | | |
| social | publish | | |
| soda | pumpkin | | |
| sofa | punish | | |
| solo | puppy | | |
| spoken | result (2) | | |
| total | rubber | | |
| trophy | rugged | | |
| | rustle | | |
| | snuggle | | |
| | study | | |
| | thunder | | |
| | trumpet | | |
| | tunnel | | |
| | ugly | | |
| | uncle | | |
| | under | | |

*See also ew under "Abstract Vowels."

## *R*-CONTROLLED VOWEL PATTERNS IN THE STRESSED SYLLABLE

### *a*

***ar***

afar (2)
ajar (2)
alarm (2)
apart (2)
barber
bargain
barley
barnyard
barter
carbon
carcass
cardboard
cargo
carpet
carport
carton
cartridge
cartwheel
charcoal
charter
darkness
farmhouse
farther
garbage
garden
gargle
gargoyle
garland
garlic
garment
garnet
garnish
guardrail
guitar (2)
harbor
hardly
hardwood
harmful
harness
harpist
harvest
jargon
larva
marble
margin
market
marshal
martyr
parchment
parkway
parsley
parsnip
partner
parcel
pardon
parka
parlor
partial
partridge
party
sarcasm
scarlet
sharpen
sparkle
starchy
stardom
starfish
starlings
starlight
startle
tartness
tardy
target
tarnish
varnish
yardage
yardstick

***are***

aware (2)
bareback
barefoot
barely
beware (2)
carefree
careful
compare (2)
declare (2)
prepare (2)
rarely
rarest
spareribs
warehouse

***air***

aircraft
airlines
airmail
airplane
airport
airwaves
affair (2)
chairman
dairy
despair (2)
fairground
fairway
fairy
hairbrush
haircut
hairpin
prairie
repair (2)
staircase
stairway

***ar/er***

baron
barracks
barrel
barren
carat
carol
carriage
carrot
carry
larynx
marriage
marrow
narrate
narrow
parent
parish
parrot
sparrow
tariff
vary
scarab

berry
cherish
cherry
cherub
derrick
herald
heron
herring
merit
merry
peril
perish
serrate
sheriff
sterile
terrace
terror
alert (2)
certain
clergy
derby

***Note:*** Words included in this feature have a first-syllable stress unless otherwise noted–for example, *guitar (2)*.

*(cont.)*

## *R*-CONTROLLED VOWEL PATTERNS IN THE STRESSED SYLLABLE (*cont.*)

| e | | | | |
|---|---|---|---|---|
| **er** | **ear** | **ear** | **eer** | **ere** |
| emerge (2) | bleary | appear (2) | career (2) | adhere (2) |
| exert (2) | early | beardless | cheerful | austere (2) |
| gerbil | earthen | clearing | deerskin | cashmere (2) |
| herbal | earthquake | dearest | jeering | hereby |
| herdsman | earthworm | dreary | leery | merely |
| hermit | learner | fearful | peering | revere (2) |
| jerky | pearly | earache | sheerest | severe (2) |
| jersey | rehearse (2) | gearshift | steerage | sincere (2) |
| kerchief | relearn (2) | nearby | veneer (2) | |
| kernel | research (2) | nearly | | |
| merger | searchlight | rearward | | |
| merchant | unearned | teardrop | | |
| mercy | yearning | tearful | | |
| mermaid | | smeary | | |
| nervous | | spearhead | | |
| perky | | spearmint | | |
| perfect | | unclear (2) | | |
| perjure | | weary | | |
| person | | yearling | | |
| prefer (2) | | yearly | | |
| reserve (2) | | yearbook | | |
| reverse (2) | | | | |
| serfdom | | | | |
| sermon | | | | |
| serpent | | | | |
| service | | | | |
| sternly | | | | |
| thermal | | | | |
| thermos | | | | |
| verbal | | | | |
| verdict | | | | |
| version | | | | |
| versus | | | | |

(cont.)

## *R*-CONTROLLED VOWEL PATTERNS IN THE STRESSED SYLLABLE (*cont.*)

**i**

*ir*

astir (2)
birdbath
birdhouse
birdseed
birthday
birthmark
birthstone
chirping
circle
circuit
circus
confirm (2)
dirty
firmly
flirting
girlfriend
girdle
irksome
shirttail
sirloin
skirmish
swirling
thirsty
twirler
virtue
whirlpool
whirlwind

*ire*

acquire (2)
admire (2)
afire (2)
aspire (2)
attire (2)
desire (2)
entire (2)
expire (2)
direful
firearm
firefly
fireman
fireplace
fireproof
inquire (2)
inspire (2)
perspire (2)
rehire (2)
require (2)
retire (2)
tiresome
wiretap

**o**

*or*

abhor (2)
adorn (2)
border
borrow
choral
chorus
coral
cordial
corkboard
corkscrew
corncob
corner
cornfield
cornhusk
cornmeal
cornstalk
cornstarch
dormant
dormer
floral
florist
forage
forceful
forest
forfeit
forging
forklift
formal
former
fortnight
fortress
fortune
forty
forward
glory
hornet
horrid
horror
horseback
lorry
moral
morning
morsel
mortal
mortgage
normal
northeast
northwest
porthole
porpoise
porridge
portion
portrait
scorching
shortage
shortcake
snorkel
sorghum
sorrel
sorrow
sorry
sportsmen
stormy
story
torchlight
torment
torrent
tortoise
torture

*ore*

adore (2)
ashore (2)
before (2)
boredom
deplore (2)
explore (2)
galore (2)
horehound
ignore (2)
restore (2)
scoreless
shorebird
shoreline
storefront
storehouse
storeroom

(cont.)

## *R*-CONTROLLED VOWEL PATTERNS IN THE STRESSED SYLLABLE (*cont.*)

### o

**oar**

aboard (2)
boarding
boardroom
boardwalk
coarsely
hoarding
hoarsely
hoarseness

**our**

courthouse
courtship
courtyard
foursome
fourteen
mournful
mourning
pouring
sources
yourself

### u

**ur**

burden
burglar
burlap
burly
burro
bursting
curbstone
curdle
curfew
curler
curly
currant
current
curry
cursive
cursor
curtain
curtsy
curvy
during
flurry
furnace
furnish
furrow
further
gurgle
hurdle
hurry
juror
jury
murder
murky
murmur
nurture
plural
purchase
purple
purpose
purring
rural
scurry
sturdy
surcharge
surface
surfboard
surgeon
surplus
surrey
Thursday
turban
turkey
turmoil
turnip
turnstile
turquoise
turret
turtle

**ure**

assure (2)
brochure (2)
endure (2)
impure (2)
manure (2)
mature (2)
obscure (2)
procure (2)
purebred
secure (2)
surefire
surely
unsure (2)

(cont.)

## ABSTRACT VOWELS IN THE STRESSED SYLLABLE

**/o͞o/**

**oo/ew**

aloof (2)
balloon (2)
bassoon (2)
baboon (2)
cartoon (2)
cocoon (2)
doodle
harpoon (2)
kazoo (2)
lagoon (2)
maroon (2)
monsoon (2)
moody
noodle
poodle
raccoon (2)
rooster
shampoo (2)
tatoo (2)
toothache

anew
askew
cashew
chewy
crewmen
dewdrop
dewlap
jewel
pewter
sewage
skewer
steward

**/o͝o/**

**oo**

bookcase
bookshelf
bookworm
cookbook
cookout
football
foothill
footprints
footage
mistook (2)
rookie
sooty
woodchuck
woodland
woodwind

**/oi/**

**oy/oi**

ahoy (2)
annoy (2)
boycott
destroy (2)
employ (2)
enjoy (2)
joyful
loyal
oyster
royal
soybean
voyage

appoint (2)
avoid (2)
doily
exploit (2)
loincloth
loiter
moisture
poison
rejoice (2)
toilet

**/ou/**

**ou**

bounty
council
counsel
counter
county
devour (2)
doubtful
foundry
fountain
mountain
mousetrap
mouthwash
profound (2)
scoundrel

**ow**

allow (2)
bowsprit
brownie
chowder
coward
cowhand
dowdy
dowel
downfall
dowry
drowsy
endow (2)
flower
powder
power
powwow
prowler
rowdy
shower
towel
tower
townsmen
trowel
vowel

**/ô/**

**au/aw**

applaud (2)
August
author
because (2)
daughter
exhaust
faucet
gaudy
haughty
haunches
jaundice
laundry
naughty
pauper
saucer
saunter
sausage
sauna
slaughter

awkward
awful
awning
brawny
dawdle
flawless
gawky
guffaw (2)
lawsuit
macaw (2)
pawnshop
rawhide
sawmill
tawny

# UNSTRESSED SYLLABLE VOWEL PATTERNS

## /'n/ /ən/

***ain/an***

bargain
captain
certain
chaplain
chieftain
curtain
fountain
mountain
villain

**noun**
airman
human
organ
orphan
seaman
slogan
sultan
tartan
titan
turban
urban
yeoman

***en***

**noun**
aspen
chicken
children
garden
heaven
kitten
linen
mitten
oxen
raven
siren
warden
women

**verb**
blacken
brighten
broaden
broken*
chosen
darken
deafen
flatten
freshen
frighten
given
lengthen
listen
open*
sharpen
shorten
soften
spoken*
strengthen
sweeten
thicken
weaken
widen

**adjective**
barren
golden
molten
often
olden
open*
rotten
silken
spoken*
sullen
sunken
swollen
wooden

***in***

**noun**
basin
bobbin
cabin
coffin
cousin
dolphin
goblin
margin
muffin
muslin
penguin
puffin
pumpkin
raisin
resin
robin
satin
toxin
urchin
vermin

***on***

**noun**
apron
arson
bacon
baron
beacon
bison
button
caldron
cannon
carton
colon
cotton
dragon
falcon
felon
gallon
glutton
heron
iron
lemon
lesson
mason
melon
mutton
pardon
patron
person
poison
prison
reason
ribbon
salmon
season
sermon
squadron
summon
talon
treason
wagon
weapon

*Note:* Words included in this feature have an unstressed second syllable, unless otherwise indicated–for example, *select (1)*.
*Denotes verb or adjective.

(cont.)

## UNSTRESSED SYLLABLE VOWEL PATTERNS (*cont.*)

### /'l/ /əl/

**al**

**adjective**
bridal
central
crystal*
dental
equal
fatal
final
focal
formal
global
legal
local
loyal
mental
metal*
nasal
naval
neutral
normal
oval
plural*
postal
rival*
royal
rural
spiral*
tidal
total*
vital
vocal

**noun**
journal
mammal
medal
opal
pedal
petal
rascal
sandal
scandal
signal
vandal

**ll/ile**

anvil
April
basil
civil
council
evil
fossil
gerbil
lentil
nostril
pencil
peril
pupil
stencil
tonsil
tranquil
vigil

docile
facile
fertile
fragile
futile
hostile
missile
mobile
sterile

**el**

angel
barrel
bagel
bushel
camel
cancel
channel
chapel
counsel
diesel
easel
flannel
funnel
gavel
gravel
hazel
jewel
kennel
kernel
label
level
model
morsel
mussel
nickel
novel
panel
parcel
quarrel
ravel
sequel
shovel
shrivel
snorkel
squirrel
swivel
tassel
tinsel
towel
travel
tunnel
vessel
vowel
weasel
yodel

**le**

able
amble
angle
ankle
apple
babble
battle
beagle
beetle
bottle
bramble
brittle
bridle
bubble
buckle
bundle
bugle
cackle
candle
castle
cattle
cable
chuckle
circle
cradle
cripple
crumble
cuddle
cycle
dawdle
dimple
doodle
double
drizzle
eagle
fable
fiddle
freckle
fumble
gamble
gargle
gentle
giggle
grumble
handle
hurdle

hustle
idle
juggle
jungle
kettle
knuckle
little
mantle
maple
middle
mumble
needle
nestle
noodle
noble
paddle
pebble
people
pickle
poodle
purple
puzzle
riddle
rifle
saddle
sample
scribble
settle
single
sniffle
sprinkle
staple
steeple
struggle
stumble
tackle
thistle
tickle
title
triple
trouble
twinkle
turtle
waffle
whistle
wrinkle

*Denotes noun or adjective.

(cont.)

## UNSTRESSED SYLLABLE VOWEL PATTERNS (*cont.*)

### /ər/

### *ar*

**noun:**
**agentive**
beggar
burglar

**noun:**
**concrete**
altar
briar
cellar
cedar
cheddar
collar
cougar
dollar
grammar
hangar
molar
mortar
nectar
pillar
scholar
sugar
tartar
calendar (3)

**adjective**
lunar
polar
solar
stellar
circular (3)
muscular (3)
peculiar (3)
singular (3)

### *er*

**noun:**
**agentive**
barber
dreamer
founder
grocer
jogger
miser
peddler
planner
plumber
printer
racer
ranger
reader
seller
skater
shopper
soldier
speaker
trooper
usher
voter
beginner (3)
composer (3)
consumer (3)
employer (3)
manager (3)
officer (3)
rescuer (3)

**noun (verb):**
**concrete**
banner
blister (v)
border (v)
boulder
cancer
cider
clover
cluster (v)
coaster
crater
fender
fiber
filter (v)
freezer
ledger
lever
liter
litter (v)
lumber (v)
luster
manner
poster
scooter
shower (v)
timber
toaster
trouser
tweezers
warbler
cylinder (3)
disaster (3)
reminder (3)

**adjective:**
**comparison**
bigger
blacker
briefer
cheaper
cleaner
coarser
farther
fiercer
flatter
frailer
gentler
lighter
quicker
simpler
younger
busier (3)
earlier (3)
heavier (3)

### *or*

**noun:**
**agentive**
actor
author
doctor
donor
juror
mayor
neighbor
sailor
sculptor
senior
sponsor
tailor
traitor
tutor
vendor
director (3)
editor (3)
emperor (3)
governor (3)
surveyor (3)
visitor (3)

**noun:**
**abstract**
favor
fervor
honor
horror
humor
rigor
splendor
terror

**noun:**
**concrete**
anchor
arbor
armor
color
cursor
error
harbor
mirror
motor
parlor
razor
rumor
scissors
tractor
tremor
vapor
visor
equator (3)
meteor (3)

(cont.)

## UNSTRESSED SYLLABLE VOWEL PATTERNS (*cont.*)

### More /ər/ spellings

***ure***

**/chər/**
capture
creature
culture
denture
feature
fixture
fracture
gesture
juncture
lecture
mixture
moisture
nature
pasture
picture
posture
puncture
rupture
sculpture
structure
texture
torture
vulture

**/shər/**
censure
fissure
pressure

**/jər/**
conjure
injure

**/yər/**
failure
figure
tenure

**/zhər/**
closure
leisure
measure
pleasure
seizure
treasure

***cher/sher***

**/chər/**
archer
bleacher
butcher
catcher
marcher
pitcher
poacher
preacher
rancher
richer
searcher
stretcher
teacher
trencher
voucher

**/shər/**
crusher
flasher
fresher
usher
washer

### /ət/

***et***

banquet
basket
blanket
bonnet
bucket
budget
carpet
closet
comet
couplet
cricket
egret
faucet
ferret
fidget
gadget
hatchet
helmet
hornet
jacket
locket
magnet
mallet
midget
musket
nugget
omelet
pamphlet
picket
planet
poet
puppet
racket
scarlet
secret
skillet
sonnet
tablet
target
thicket
toilet
trivet
trumpet
turret
velvet
wallet

***it***

audit
bandit
credit
digit
edit
exit
habit
hermit
limit
merit
orbit
profit
rabbit
spirit
summit
unit
visit
vomit

### Schwa /ə/

***a, e, i, o, u***

***a***
alarm (1)
baton (1)
canal (1)
career (1)
carouse (1)
fatigue (1)
lapel (1)
marine (1)
maroon (1)
parole (1)
patrol (1)
tuna

***e***
agent
believe (1)
cement (1)
neglect (1)
select (1)
severe (1)
velour (1)
veneer (1)

***i***
divide (1)
divine (1)
divorce (1)
gossip
pizzazz (1)

***o***
atom
cocoon (1)
confide (1)
gallop
polite (1)
pollute (1)
propose (1)
provoke (1)

***u***
chorus
focus
supply (1)
upon (1)

(*cont.*)

## UNSTRESSED SYLLABLE VOWEL PATTERNS (*cont.*)

**/ĭj/**

***age***
bandage
cabbage
carriage
cottage
courage
damage
dosage
drainage
garbage
homage
hostage
image
language
luggage
manage
marriage
message
mortgage
package
passage
plumage
postage
rummage
sausage
savage
scrimmage
sewage
shortage
storage
suffrage
usage
village
voyage
wreckage

***edge***
knowledge
selvedge

***idge***
cartridge
partridge
porridge

**/ĭs/**

***ace***
furnace
grimace
menace
necklace
palace
preface
surface
terrace

***ice***
bodice
cornice
crevice
justice
lattice
malice
novice
notice
office
practice
service
solstice

***uce***
lettuce

***ise***
anise
porpoise
promise
tortoise
treatise

***is***
axis
basis
crisis
iris
tennis
trellis

**Reduced final stress /ē/**

**ey***
alley
barley
chimney
covey
curtsey
donkey
galley
hockey
honey
jersey
jockey
journey
kidney
medley
money
monkey
parsley
pulley
trolley
turkey
valley
volley

***ie***
birdie
bootie
cookie
eerie
genie
goalie
movie
pinkie
prairie
rookie
specie
sweetie
zombie

***y***
angry
beauty
berry
body
bossy
buggy
bury
candy
carry
crazy
cherry
clergy
clumsy
county
daily
dairy
daisy
dingy
dizzy
drowsy
early
easy
empty
envy
forty
gaudy
gravy
guilty
heavy
hungry
lily
pastry
pity
puny
quarry
ruby
sorry
stingy
sturdy
tidy
treaty
trophy
vary
very
weary
worry

*Final *ey* tends to follow *k*, *l*, and *n*.

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## PLURALS

**Add s**

apples
badges
bases
bridges
canoes
chances
changes
eagles
features
horses
judges
movies
nurses
paces
parades
pebbles
pieces
puzzles
riddles
sleeves
sneezes
species
spices
sponges
squares
statues
stooges
voices

acorns
actors
adults
agents
alleys
angles
bagels
basics
braids
cabins
cakes
coins
cousins
crayons
dragons
exams
fields
flowers
horns

hotels
labels
medals
mittens
parents
results
robots
rulers
screams
shadows
sirens
spools
streets
topics
trains
trousers
tulips
wagons
writers

**Add es**

*sh*
ashes
bushes
brushes
crashes
dishes
leashes
pushes
sashes

*ch*
arches
batches
beaches
bunches
finches
flashes
hitches
inches
latches
leeches
lunches
notches
peaches
riches
roaches

*s*
atlases
bonuses
gases
irises

*ss*
bosses
classes
crosses
guesses
kisses
losses
masses
passes
tosses

*x*
boxes
indexes
foxes
lynxes
sixes
taxes

**Change y to i**

armies
babies
berries
bodies
booties
bounties
buddies
buggies
bullies
bunnies
cities
copies
counties
cries
dairies
daisies
diaries
fairies
ferries
flies
flurries
fries
guppies
jellies
juries
ladies
levies
lilies
nineties
parties
pastries
pennies
ponies
posies
quarries
rubies
skies
spies
supplies
trophies

## PREFIXES AND SUFFIXES

### Prefixes

| *dis* "opposite of" | *en* "to put into, make" | *fore* "before, in front of" | *in* "in, or into" | *mis* "wrong[ly]" | *pre* "before" |
|---|---|---|---|---|---|
| disable | enable | forearm | inboard | misbehave | precook |
| disagree | enact | forecast | income | miscount | precut |
| disappear | encamp | foreclose | indent | misdeal | predate |
| disarm | encase | forefather | indoor | misfire | predawn |
| disbelieve | encode | foreground | infield | misfit | preexisting |
| discharge | encrust | forehand | inflame | misgivings | prefix |
| disclose | endanger | forehead | ingrown | misguide | pregame |
| discolor | endear | foreleg | inlaid | mishandle | preheat |
| discomfort | enfold | foreman | inland | misinform | prejudge |
| discover | enforce | foremost | inmate | misjudge | premature |
| disfavor | engulf | forenoon | input | mislay | premix |
| disfigure | enlarge | forepaw | inseam | mislead | premolar |
| dishonest | enjoy | forerunner | inset | mismanage | prepackage |
| disinfect | enjoin | foresail | inside | mismatch | prepay |
| dislike | enlist | foresee | insight | misplace | preschool |
| disloyal | enrage | foreshadow | intake | misprint | preset |
| disobey | enrich | foreshorten | | misread | preshrunk |
| disorder | enroll | foresight | | misspell | presoak |
| disregard | enslave | foretell | | mistake | preteen |
| disrespect | ensnare | forethought | | mistreat | pretest |
| distaste | entomb | forewarn | | mistrust | preview |
| distrust | entrust | foreword | | misuse | |

*Note:* Words with suffixes are grouped according to any changes made to the base word when the ending was added (i.e., no change, e-drop, double, or change y to *i*).

(cont.)

## PREFIXES AND SUFFIXES (*cont.*)

| **Prefixes** | | **Suffixes** | | |
|---|---|---|---|---|
| ***re* "again"** | ***un* "not opposite of"** | ***er/est* "comparatives/ superlatives"** | | ***ful* "full of/having"** |
| react | unable | blacker blackest | fatter fattest | armful |
| readjust | unafraid | bolder boldest | flatter flattest | boastful |
| rebound | unalike | brighter brightest | grimmer grimmest | careful |
| rebuild | unarmed | cheaper cheapest | hotter hottest | cheerful |
| recall | unaware | cleaner cleanest | madder maddest | colorful |
| recapture | unbeaten | clearer clearest | redder reddest | doubtful |
| recharge | unbroken | colder coldest | sadder saddest | dreadful |
| reclaim | unbuckle | darker darkest | slimmer slimmest | earful |
| reconstruct | unbutton | dearer dearest | tanner tannest | fearful |
| recopy | uncertain | fairer fairest | thinner thinnest | forgetful |
| recount | unclean | firmer firmest | wetter wettest | graceful |
| recycle | unclear | fuller fullest | | harmful |
| redirect | uncommon | harder hardest | angrier angriest | hopeful |
| reelect | uncooked | lighter lightest | bonier boniest | lawful |
| reenact | uncover | louder loudest | bossier bossiest | mournful |
| refill | undone | meaner meanest | bumpier bumpiest | mouthful |
| refinish | unequal | nearer nearest | busier busiest | peaceful |
| refocus | uneven | odder oddest | cloudier cloudiest | playful |
| reform | unfair | plainer plainest | creamier creamiest | powerful |
| refresh | unfold | quicker quickest | crispier crispiest | restful |
| regain | unfreeze | quieter quietest | daintier daintiest | respectful |
| relearn | unhappy | rougher roughest | dirtier dirtiest | rightful |
| relocate | unhook | smaller smallest | drier driest | spoonful |
| remind | unkind | stiffer stiffest | easier easiest | stressful |
| remodel | unleash | sweeter sweetest | fancier fanciest | tasteful |
| renew | unlike | tougher toughest | foggier foggiest | thoughtful |
| reorder | unlock | warmer warmest | fuzzier fuzziest | truthful |
| repay | unnamed | | happier happiest | useful |
| rephrase | unnoticed | bluer bluest | icier iciest | wasteful |
| reprint | unpack | braver bravest | itchier itchiest | wishful |
| rerun | unpaid | closer closest | juicier juiciest | wonderful |
| research | unreal | coarser coarsest | lazier laziest | youthful |
| reshape | unripe | fiercer fiercest | luckier luckiest | |
| restore | unscramble | finer finest | merrier merriest | beautiful |
| retake | unselfish | larger largest | naughtier naughtiest | bountiful |
| retrace | unstable | littler littlest | noisier noisiest | dutiful |
| return | unsteady | looser loosest | prettier prettiest | fanciful |
| review | untangle | nicer nicest | saltier saltiest | merciful |
| rewrite | untie | riper ripest | sillier silliest | pitiful |
| | unwrap | safer safest | skinnier skinniest | plentiful |
| | | scarcer scarcest | wackier wackiest | |
| | | | | |
| | | bigger biggest | | |
| | | dimmer dimmest | | |

(*cont.*)

## PREFIXES AND SUFFIXES (*cont.*)

### Suffixes

| *less* | *ly* | | *ness* | *y* |
|---|---|---|---|---|
| (without) | (like/in a manner) | | (state of being) | (having) |
| ageless | abruptly | spryly | awareness | bumpy |
| armless | avidly | strangely | bareness | catchy |
| beardless | badly | | closeness | chilly |
| bottomless | barely | angrily | coolness | cloudy |
| breathless | blindly | bodily | darkness | creepy |
| careless | bravely | busily | dullness | crispy |
| ceaseless | certainly | cheerily | firmness | curly |
| cloudless | chiefly | daintily | fondness | dirty |
| defenseless | closely | easily | goodness | dressy |
| effortless | coarsely | gloomily | moistness | dusty |
| endless | constantly | greedily | openness | filthy |
| faultless | costly | happily | ripeness | frosty |
| formless | cowardly | hastily | sickness | gloomy |
| friendless | crudely | heavily | sharpness | grouchy |
| fruitless | cruelly | hungrily | stiffness | needy |
| helpless | deadly | | stillness | rainy |
| homeless | deeply | | thinness | rusty |
| jobless | directly | | vastness | sandy |
| lawless | distinctly | | weakness | soapy |
| limitless | eagerly | | | snowy |
| meaningless | entirely | | bagginess | speedy |
| odorless | equally | | business | stormy |
| painless | falsely | | dizziness | sugary |
| powerless | finally | | eeriness | sweaty |
| priceless | frequently | | emptiness | thirsty |
| reckless | friendly | | fuzziness | toasty |
| regardless | gladly | | happiness | windy |
| scoreless | hourly | | haziness | worthy |
| seamless | kindly | | laziness | |
| sleeveless | lately | | nosiness | breezy |
| speechless | legally | | readiness | bubbly |
| spotless | likely | | scariness | easy |
| tasteless | loudly | | silliness | greasy |
| thankless | loyally | | ugliness | injury |
| timeless | nicely | | weariness | noisy |
| wordless | nightly | | | |
| | proudly | | | chatty |
| merciless | quietly | | | choppy |
| penniless | really | | | floppy |
| pitiless | rudely | | | gritty |
| | sadly | | | scabby |
| | safely | | | skinny |
| | shortly | | | starry |
| | shyly | | | |
| | smoothly | | | |

## HOMOGRAPHS: STRESS AND PARTS OF SPEECH

| Noun first syllable | Verb second syllable | Adjective first or second syllable |
|---|---|---|
| | absent' | ab'sent |
| ab'stract | abstract' | |
| ad'dress | address' | |
| af'fect | affect' | |
| af'fix | affix' | |
| al'ly | ally' | |
| an'nex | annex' | |
| Au'gust | | august' |
| com'bat | combat' | |
| com'pact | compact' | compact' or com'pact |
| com'plex | | complex' or com'plex |
| con'duct | conduct' | |
| con'flict | conflict' | |
| con'serve | conserve' | |
| con'sole | console' | |
| con'sort | consort' | |
| con'struct | construct' | |
| con'tent | content' | content' |
| con'test | contest' | |
| con'tract | contract' | |
| con'vert | convert' | |
| con'vict | convict' | |
| des'ert | desert' | |
| en'trance | entrance' | |
| ex'port | export' | ex'port |
| ex'tract | extract' | |
| im'print | imprint' | |
| in'cline | incline' | |
| in'crease | increase' | |
| in'sert | insert' | |
| min'ute | | minute' |
| ob'ject | object' | |
| | perfect' | per'fect |
| pres'ent | present' | |
| proj'ect | project' | |
| pro'test | protest' | |
| reb'el | rebel' | |
| rec'ord | record' | rec'ord |
| sub'ject | subject' | |
| sus'pect | suspect' | |
| trans'port | transport' | |

# POLYSYLLABIC HOMOPHONES

## With two syllables

### Spelling variation in the stressed syllable

allowed
aloud

ascent
assent

aural
oral

bearing
Bering

ceiling
sealing

censor
sensor

colonel
kernel

incite
insight

morning
mourning

parish
perish

review
revue

vary
very

holy
wholly

### Spelling variation in the unstressed syllable

accept
except

affect
effect

altar
alter

baron
barren

basal
basil

bases
basis

bridal
bridle

canvas
canvass

(carat
karat)
caret
carrot

Chile
chili
chilly

council
counsel

currant
current

dual
duel

epic*
epoch

feudal
futile

desert
dessert

gamble
gambol

hangar
hanger

hostel
hostile

idle
idol
idyll

lessen
lesson

mantel
mantle

miner
minor

muscle
mussel

manner
manor

naval
navel

palate
palette
pallet

patience
patients

presence
presents

taper
tapir

### Spelling variations in both syllables

ante
auntie

awful
offal

bazaar
bizarre

borough
burrow

beadle
beetle

berry
bury

cellar
seller

cymbal
symbol

medal
meddle
metal

peeking
piquing

pedal
peddle
petal

profit
prophet

roomer
rumor

## With three syllables

addition
edition

capital
capitol

cereal
serial

complement
compliment

principal
principle

stationary
stationery

---

*The unaccented syllables of these two words do not have identical vowel sounds. One has a short *i*, and the other has a schwa sound. For all practical purposes, however, they can be considered homophones.

## FINAL /K/ REVISITED

**c**

aerobic
angelic
aquatic
archaic
Arctic
arsenic
atomic
attic
basic
ceramic
chaotic
chronic
civic
classic
clinic
colic
comic
cosmic
critic
cubic
cynic
drastic
dynamic
elastic
ethnic
exotic
fabric
fanatic
frantic
frolic
garlic
generic
graphic
havoc
hectic
heroic
italic
lilac
logic
lunatic
magic
melodic
metric
mimic
mosaic
music
nomadic
olympic

organic
Pacific
panic
picnic
poetic
public
relic
rubric
rustic
scenic
septic
shellac
static
sumac
tactic
tonic
topic
toxic
tragic
tropic
tunic
zodiac

**que**

antique
baroque
bisque
boutique
brusque
clique
critique
mystique
oblique
opaque
physique
pique
plaque
torque
unique

**ke**

breaststroke
clambake
cupcake
earthquake
evoke
forsake
keepsake
mistake
namesake
pancake
provoke
slowpoke
turnpike

**k**

aardvark
artwork
benchmark
berserk
cornstalk
crosswalk
earmark
embark
hallmark
homework
landmark
network

**ck**

attack
bedeck
bullock
burdock
carsick
cassock
cowlick
derrick
fetlock
gimmick
haddock
hammock
hassock
hemlock
henpeck
hillock
homesick
hummock
mattock
oarlock
paddock
padlock
potluck
ransack
rollick
seasick

◇

# Derivational Constancy

◇

## SILENT VERSUS SOUNDED CONSONANTS

| Silent | Sounded |
|---|---|
| assign | assignation |
| autumn | autumnal |
| benign | benignant |
| bomb | bombard |
| column | columnar, columnist |
| condemn | condemnation |
| crumb | crumble |
| debt | debit |
| design | designate, designation |
| doubt | dubious |
| fasten | fast |
| hasten | haste |
| heir | inherit |
| hymn | hymnal |
| malign | malignant, malignancy |
| moisten | moist |
| mnemonic | amnesia |
| muscle | muscular |
| often | oft |
| paradigm | paradigmatic |
| prohibition | prohibit |
| resign | resignation |
| sign | signal |
| soften | soft |
| solemn | solemnity |
| vehicle | vehicular |
| wrestle | wrest |

## CONSONANT ALTERNATIONS WITH /SHəN/

### With pronunciation changes

| /t/ to /sh/ *ct + ion* | | *nt, pt, rt, st + ion* | |
|---|---|---|---|
| abstract | abstraction | adopt | adoption |
| affect | affection | assert | assertion |
| attract | attraction | congest | congestion |
| collect | collection | contort | contortion |
| conduct | conduction | corrupt | corruption |
| connect | connection | desert | desertion |
| construct | construction | distort | distortion |
| contract | contraction | digest | digestion |
| contradict | contradiction | disrupt | disruption |
| convict | conviction | erupt | eruption |
| correct | correction | except | exception |
| detect | detection | exempt | exemption |
| direct | direction | exert | exertion |
| distract | distraction | exhaust | exhaustion |
| eject | ejection | extort | extortion |
| elect | election | insert | insertion |
| evict | eviction | intercept | interception |
| extinct | extinction | interrupt | interruption |
| extract | extraction | invent | invention |
| infect | infection | prevent | prevention |
| inject | injection | suggest | suggestion |
| inspect | inspection | **but** | |
| instruct | instruction | | |
| intersect | intersection | **add *ation*** | |
| object | objection | adapt | adaptation |
| obstruct | obstruction | affect | affectation |
| perfect | perfection | confront | confrontation |
| predict | prediction | document | documentation |
| project | projection | import | importation |
| protect | protection | indent | indentation |
| react | reaction | infest | infestation |
| reflect | reflection | lament | lamentation |
| reject | rejection | pigment | pigmentation |
| restrict | restriction | plant | plantation |
| retract | retraction | present | presentation |
| select | selection | protest | protestation |
| subtract | subtraction | tempt | temptation |
| transact | transaction | | |

(cont.)

## CONSONANT ALTERNATIONS WITH /SHəN/ (*cont.*)

With pronunciation changes

| /s/ to /sh/ *ss + ion* | | /k/ to /sh/ *c + ian* | |
|---|---|---|---|
| access | accession | clinic | clinician |
| aggress | aggression | cosmetic | cosmetician |
| compress | compression | diagnostic | diagnostician |
| confess | confession | electric | electrician |
| decompress | decompression | logic | logician |
| depress | depression | magic | magician |
| discuss | discussion | mathematics | mathematician |
| dispossess | dispossession | music | musician |
| digress | digression | optic | optician |
| express | expression | pediatric | pediatrician |
| impress | impression | physic | physician |
| obsess | obsession | politic | politician |
| oppress | oppression | statistic | statistician |
| possess | possession | tactic | tactician |
| process | procession | | |
| profess | profession | | |
| progress | progression | | |
| recess | recession | | |
| regress | regression | | |
| repossess | repossession | | |
| repress | repression | | |
| suppress | suppression | | |

(cont.)

## CONSONANT ALTERNATIONS WITH /SHƏN/ (*cont.*)

**With pronunciation and spelling changes**

| /t/ to /sh/ | e-drop + *ion* | /s/ or /z/ to /sh/ or /zh/ | e-drop + *ion* |
|---|---|---|---|
| abbreviate | abbreviation | averse | aversion |
| accumulate | accumulation | confuse | confusion |
| animate | animation | convulse | convulsion |
| anticipate | anticipation | diffuse | diffusion |
| appreciate | appreciation | disperse | dispersion |
| associate | association | fuse | fusion |
| calculate | calculation | immerse | immersion |
| celebrate | celebration | incise | incision |
| circulate | circulation | perverse | perversion |
| communicate | communication | precise | precision |
| complete | completion | pretense | pretension |
| concentrate | concentration | profuse | profusion |
| cooperate | cooperation | repulse | repulsion |
| create | creation | revise | revision |
| cultivate | cultivation | submerse | submersion |
| decorate | decoration | supervise | supervision |
| dedicate | dedication | televise | television |
| demonstrate | demonstration | tense | tension |
| devote | devotion | transfuse | transfusion |
| dictate | dictation | | |
| donate | donation | | |
| educate | education | | |
| estimate | estimation | | |
| evaporate | evaporation | | |
| exaggerate | exaggeration | | |
| frustrate | frustration | | |
| graduate | graduation | | |
| hesitate | hesitation | | |
| hibernate | hibernation | | |
| illustrate | illustration | | |
| imitate | imitation | | |
| irrigate | irrigation | | |
| isolate | isolation | | |
| locate | location | | |
| migrate | migration | | |
| navigate | navigation | | |
| nominate | nomination | | |
| operate | operation | | |
| participate | participation | | |
| pollute | pollution | | |
| promote | promotion | | |
| regulate | regulation | | |
| separate | separation | | |
| translate | translation | | |
| vibrate | vibration | | |

(cont.)

## CONSONANT ALTERNATIONS WITH /SHƏN/ (*cont.*)

| With pronunciation and spelling changes | | | |
|---|---|---|---|
| /d/ to /sh/ or /zh/ d(e)-drop + *sion* | | Predictable changes by word family | |
| abrade | abrasion | admit | admission |
| allude | allusion | commit | commission |
| apprehend | apprehension | emit | emission |
| ascend | ascension | omit | omission |
| collide | collision | permit | permission |
| comprehend | comprehension | remit | remission |
| conclude | conclusion | submit | submission |
| condescend | condescension | transmit | transmission |
| corrode | corrosion | | |
| decide | decision | ascribe | ascription |
| delude | delusion | describe | description |
| deride | derision | inscribe | inscription |
| divide | division | prescribe | prescription |
| elude | elusion | subscribe | subscription |
| erode | erosion | transcribe | transcription |
| evade | evasion | | |
| exclude | exclusion | assume | assumption |
| expand | expansion | consume | consumption |
| explode | explosion | presume | presumption |
| extend | extension | resume | resumption |
| include | inclusion | | |
| intrude | intrusion | concede | concession |
| invade | invasion | recede | recession |
| occlude | occlusion | secede | secession |
| persuade | persuasion | | |
| preclude | preclusion | conceive | conception |
| pretend | pretension | deceive | deception |
| protrude | protrusion | perceive | perception |
| provide | provision | receive | reception |
| seclude | seclusion | | |
| suspend | suspension | convert | conversion |
| | | divert | diversion |
| | | extrovert | extroversion |
| | | introvert | introversion |
| | | invert | inversion |
| | | pervert | perversion |
| | | revert | reversion |
| | | subvert | subversion |
| | | | |
| | | deduce | deduction |
| | | induce | induction |
| | | introduce | introduction |
| | | produce | production |
| | | reduce | reduction |

## OTHER CONSONANT ALTERNATIONS

### With pronunciation changes

**/k/ to /s/**
**c + *ity* (or *ize*)**

| | |
|---|---|
| authentic | authenticity |
| critic | criticize |
| domestic | domesticity |
| eccentric | eccentricity |
| elastic | elasticity, elasticize |
| electric | electricity |
| ethnic | ethnicity |
| italic | italicize |
| plastic | plasticity |
| public | publicity, publicize |
| romantic | romanticize |
| specific | specificity |
| toxic | toxicity |

**/t/ to /sh/**
***t* + *ial***

| | |
|---|---|
| confident | confidential |
| consequent | consequential |
| exponent | exponential |
| part | partial |
| potent | potential |
| president | presidential |
| provident | providential |
| resident | residential |
| tangent | tangential |
| torrent | torrential |

### With pronunciation and spelling changes*

**/s/ to /sh/**
**e-drop + *ial* (or *tial*)**

| | |
|---|---|
| artifice | artificial |
| commerce | commercial |
| face | facial |
| finance | financial |
| office | official |
| prejudice | prejudicial |
| province | provincial |
| race | racial |
| sacrifice | sacrificial |
| circumstance | circumstantial |
| consequence | consequential |
| essence | essential |
| experience | experiential |
| inference | inferential |
| influence | influential |
| palace | palatial |
| preference | preferential |
| residence | residential |
| sequence | sequential |
| space | spatial |
| substance | substantial |

**/s/ to /sh/**
**e-drop + *ious***

| | |
|---|---|
| auspice | auspicious |
| avarice | avaricious |
| caprice | capricious |
| grace | gracious |
| malice | malicious |
| office | officious |
| space | spacious |

*For further examples of consonant alternations with pronunciation and spelling changes see *ant/ance* and *ent/ence* under "Latin-Derived Suffixes" (for example, *abundant/abundance* and *competent/competence*).

The issue of when to use *cial* and when *tial* seems confusing on the surface. Related words of both types end with ce. However, a knowledge of related words can still be of help in spelling some of the words (for example, *ence* words require *tial*). A look at the Latin ancestry of the others reveals the logic behind their seemingly arbitrary endings. For example, *palace* < *palatium* becomes *palatial*, and *office* < *officium* becomes *official*.

## VOWEL ALTERNATIONS

| Long to short | |
|---|---|
| *a* | |
| cave | cavity |
| flame | flammable |
| grave | gravity |
| humane | humanity |
| inflame | inflammable |
| nation | national |
| nature | natural |
| profane | profanity |
| deprave | depravity |
| volcano | volcanic |
| *e* | |
| anesthesia | anesthetic |
| athlete | athletic |
| convene | convention |
| diabetes | diabetic |
| discrete | discretion |
| dream | dreamt |
| extreme | extremity |
| meter | metric |
| please | pleasant |
| serene | serenity |
| *i* | |
| crime | criminal |
| decide | decision |
| divide | division |
| divine | divinity |
| ignite | ignition |
| parasite | parasitic |
| prescribe | prescription |
| provide | provision |
| revise | revision |
| televise | television |
| wise | wisdom |
| *o* | |
| cone | conic |
| microscope | microscopic |
| telescope | telescopic |
| *u* | |
| assume | assumption |
| consume | consumption |
| construe | construction |
| induce | induction |
| introduce | introduction |
| produce | production |

| Long to schwa | |
|---|---|
| *a* | |
| able | ability |
| anticipate | anticipatory |
| associate | associative |
| declare | declaration |
| degrade | degradation |
| famous | infamous |
| indicate | indicative |
| inflame | inflammation |
| major | majority |
| narrate | narrative |
| native | nativity |
| prepare | preparation |
| relate | relative |
| sage | sagacity |
| stable | stability |
| *e* | |
| comedian | comedy |
| compete | competition |
| gene | genetic |
| remedial | remedy |
| *i* | |
| admire | admiration |
| combine | combination |
| compile | compilation |
| define | definition |
| deprive | deprivation |
| derive | derivation |
| divide | dividend |
| final | finality |
| incline | inclination |
| inspire | inspiration |
| invite | invitation |
| perspire | perspiration |
| preside | president |
| recite | recitation |
| reside | resident |
| *o* | |
| adore | adoration |
| compose | composition |
| dispose | disposition |
| explore | exploration |
| expose | exposition |
| harmonious | harmony |
| ignore | ignorant |
| impose | imposition |

(cont.)

## VOWEL ALTERNATIONS (*cont.*)

### Long to schwa

#### o

| | |
|---|---|
| oppose | opposition |
| pose | position |
| propose | proposition |
| restore | restoration |
| social | society |
| suppose | supposition |

**With predictable spelling changes**

| | |
|---|---|
| exclaim | exclamation |
| explain | explanation |
| proclaim | proclamation |
| reclaim | reclamation |
| abstain | abstention |
| detain | detention |
| retain | retention |
| conceive | conception |
| deceive | deception |
| perceive | perception |
| receive | reception |
| apply | application |
| certify | certification |
| clarify | clarification |
| classify | classification |
| gratify | gratification |
| identify | identification |
| imply | implication |
| justify | justification |
| magnify | magnification |
| modify | modification |
| multiply | multiplication |
| notify | notification |
| personify | personification |
| purify | purification |
| qualify | qualification |
| simplify | simplification |
| specify | specification |
| unify | unification |
| verify | verification |

### Short to schwa

#### a

| | |
|---|---|
| abnormality | abnormal |
| academic | academy |
| academy | academic |
| actuality | actual |
| emphatic | emphasis |
| fatality | fatal |
| hospitality | hospital |
| legality | legal |
| locality | local |
| malice | malicious |
| metallic | metal |
| nationality | national |
| originality | original |
| personality | personal |
| systematic | systematize |
| totality | total |
| vitality | vital |

#### e

| | |
|---|---|
| academic | academy |
| celebrate | celebrity |
| celebrity | celebrate |
| democrat | democracy |
| excel | excellent |
| perfection | perfect |
| systemic | system |

#### i

| | |
|---|---|
| contribute | contribution |
| critic | criticize |
| distribute | distribution |
| docility | docile |
| habit | habitat |
| mobility | mobile |
| political | politics |
| prohibit | prohibition |

#### o

| | |
|---|---|
| chronic | chronology |
| democracy | democrat |
| ecology | ecological |
| economy | economics |
| economics | economy |
| editorial | editor |
| geometry | geometric |
| hypocrisy | hypocrite |
| inform | information |
| majority | major |
| periodic | period |

## LATIN-DERIVED SUFFIXES

| *able* | |
|---|---|
| **Base word** | |
| accept | acceptable |
| account | accountable |
| adapt | adaptable |
| adjust | adjustable |
| afford | affordable |
| agree | agreeable |
| allow | allowable |
| approach | approachable |
| avoid | avoidable |
| break | breakable |
| comfort | comfortable |
| commend | commendable |
| consider | considerable |
| credit | creditable |
| depend | dependable |
| detest | detestable |
| distinguish | distinguishable |
| expand | expandable |
| fashion | fashionable |
| favor | favorable |
| laugh | laughable |
| maneuver | maneuverable |
| pay | payable |
| perish | perishable |
| prefer | preferable |
| predict | predictable |
| profit | profitable |
| punish | punishable |
| question | questionable |
| read | readable |
| reason | reasonable |
| refill | refillable |
| remark | remarkable |
| respect | respectable |
| season | seasonable |
| transfer | transferable |
| transport | transportable |
| **but** | |
| combust | combustible |
| contempt | contemptible |
| corrupt | corruptible |
| deduct | deductible |
| digest | digestible |
| distract | distractible |
| resist | resistible |

| *ible* | |
|---|---|
| **Root** | |
| *aud* | audible |
| *compat* | compatible |
| *cred* | credible |
| *cruc* | crucible |
| *dirig* | dirigible |
| *ed* | edible |
| *elig* | eligible |
| *feas* | feasible |
| *gull* | gullible |
| *horr* | horrible |
| *incorrig* | incorrigible |
| *indel* | indelible |
| *invinc* | invincible |
| *irasc* | irascible |
| *leg* | legible |
| *mand* | mandible |
| *neglig* | negligible |
| *ostens* | ostensible |
| *plaus* | plausible |
| *poss* | possible |
| *tang* | tangible |
| *terr* | terrible |
| *vis* | visible |
| **but** | |
| *amic* | amicable |
| *impecc* | impeccable |
| *implac* | implacable |
| **Predictable changes** | |
| access | accessible |
| compress | compressible |
| express | expressible |
| impress | impressible |
| repress | repressible |
| suppress | suppressible |
| admit | admissible |
| permit | permissible |
| remit | remissible |
| transmit | transmissible |
| apprehend | apprehensible |
| comprehend | comprehensible |
| reprehend | reprehensible |

(cont.)

## LATIN-DERIVED SUFFIXES (*cont.*)

***able***

| With e-drop | | With *ate*-drop and change *y* to *i* | |
|---|---|---|---|
| achieve | achievable | abominate | abominable |
| admire | admirable | appreciate | appreciable |
| adore | adorable | calculate | calculable |
| advise | advisable | communicate | communicable |
| assume | assumable | cultivate | cultivable |
| attribute | attributable | demonstrate | demonstrable |
| believe | believable | educate | educable |
| blame | blamable | estimate | estimable |
| breathe | breathable | irritate | irritable |
| compare | comparable | navigate | navigable |
| conceive | conceivable | negotiate | negotiable |
| consume | consumable | operate | operable |
| debate | debatable | penetrate | penetrable |
| deplore | deplorable | separate | separable |
| describe | describable | tolerate | tolerable |
| desire | desirable | vegetate | vegetable |
| dispose | disposable | venerate | venerable |
| endure | endurable | | |
| excite | excitable | certify | certifiable |
| excuse | excusable | classify | classifiable |
| like | likable | deny | deniable |
| love | lovable | envy | enviable |
| measure | measurable | identify | identifiable |
| note | notable | justify | justifiable |
| observe | observable | modify | modifiable |
| oppose | opposable | pity | pitiable |
| pleasure | pleasurable | ply | pliable |
| recognize | recognizable | quantify | quantifiable |
| recycle | recyclable | rectify | rectifiable |
| remove | removable | rely | reliable |
| reuse | reusable | remedy | remediable |
| size | sizable | vary | variable |
| value | valuable | | |
| **But** | | **And** | |
| pronounce | pronounceable | bridge | bridgeable |
| enforce | enforceable | change | changeable |
| notice | noticeable | damage | damageable |
| peace | peaceable | exchange | exchangeable |
| replace | replaceable | knowledge | knowledgeable |
| service | serviceable | manage | manageable |
| trace | traceable | marriage | marriageable |
| | | recharge | rechargeable |
| | | salvage | salvageable |

(cont.)

### LATIN-DERIVED SUFFIXES (*cont.*)

| ant | ance | ancy |
|---|---|---|
| abundant | abundance | |
| arrogant | arrogance | |
| assistant | assistance | |
| attendant | attendance | |
| blatant | | blatancy |
| brilliant | brilliance | brilliancy |
| buoyant | | buoyancy |
| clairvoyant | clairvoyance | |
| cognizant | cognizance | |
| complaisant | complaisance | |
| compliant | compliance | |
| constant | | constancy |
| defiant | defiance | |
| discrepant | | discrepancy |
| dissonant | dissonance | |
| distant | distance | |
| dominant | dominance | |
| dormant | | dormancy |
| elegant | elegance | |
| extravagant | extravagance | extravagancy |
| exuberant | exuberance | |
| flamboyant | flamboyance | flamboyancy |
| fragrant | fragrance | |
| hesitant | hesitance | hesitancy |
| ignorant | ignorance | |
| important | importance | |
| infant | | infancy |
| instant | instance | |
| malignant | malignance | malignancy |
| nonchalant | nonchalance | |
| observant | observance | |
| occupant | | occupancy |
| petulant | petulance | petulancy |
| piquant | | piquancy |
| poignant | | poignancy |
| pregnant | | pregnancy |
| radiant | radiance | |
| redundant | | redundancy |
| relevant | relevance | relevancy |
| reliant | reliance | |
| reluctant | reluctance | |
| resistant | resistance | |
| resonant | resonance | |
| significant | significance | |
| tolerant | tolerance | |
| vacant | | vacancy |
| vigilant | vigilance | |

(cont.)

## LATIN-DERIVED SUFFIXES (*cont.*)

| ent | ence | ency |
|---|---|---|
| absent | absence | |
| absorbent | | absorbency |
| adherent | adherence | |
| adolescent | adolescence | |
| affluent | affluence | |
| agent | | agency |
| benevolent | benevolence | |
| coherent | coherence | coherency |
| coincident | coincidence | |
| competent | competence | competency |
| complacent | complacence | complacency |
| congruent | congruence | congruency |
| consistent | | consistency |
| constituent | | constituency |
| contingent | | contingency |
| convalescent | convalescence | |
| convenient | convenience | |
| correspondent | correspondence | |
| decadent | decadence | decadency |
| decent | | decency |
| deficient | | deficiency |
| delinquent | | delinquency |
| dependent | dependence | dependency |
| despondent | despondence | despondency |
| deterrent | deterrence | |
| different | difference | |
| diffident | diffidence | |
| diligent | diligence | |
| dissident | dissidence | |
| effervescent | effervescence | |
| efficient | | efficiency |
| eloquent | eloquence | |
| emergent | emergence | emergency |
| eminent | eminence | eminency |
| equivalent | equivalence | equivalency |
| evident | evidence | |
| excellent | excellence | excellency |
| expedient | expedience | expediency |
| florescent | florescence | |
| fluent | | fluency |
| frequent | | frequency |
| impatient | impatience | |
| impertinent | impertinence | |
| impudent | impudence | |
| incident | incidence | |
| independent | independence | |
| indulgent | indulgence | |
| innocent | innocence | |

(cont.)

## LATIN-DERIVED SUFFIXES (*cont.*)

| ent | ence | ency |
|---|---|---|
| insistent | insistence | |
| intelligent | intelligence | |
| iridescent | iridescence | |
| lenient | lenience | leniency |
| magnificent | magnificence | |
| malevolent | malevolence | |
| negligent | negligence | |
| obedient | obedience | |
| omnipotent | omnipotence | |
| patient | patience | |
| permanent | permanence | permanency |
| persistent | persistence | persistency |
| phosphorescent | phosphorescence | |
| potent | | potency |
| precedent | precedence | |
| present | presence | |
| president | | presidency |
| prevalent | prevalence | |
| proficient | | proficiency |
| prominent | prominence | |
| prudent | prudence | |
| referent | reference | |
| reminiscent | reminiscence | |
| repellent | | repellency |
| resident | residence | residency |
| resilient | resilience | resiliency |
| reticent | reticence | |
| sufficient | | sufficiency |
| translucent | translucence | translucency |
| transparent | | transparency |
| turbulent | turbulence | |
| urgent | | urgency |
| vehement | vehemence | |
| violent | violence | |

(cont.)

## LATIN-DERIVED SUFFIXES (*cont.*)

| /âr' ē/ | | /ə rē/ | | /ôr'ē/ |
|---|---|---|---|---|
| ary | ery | ary/ery | ory | ory |
| adversary | cemetery | anniversary | accessory | allegory |
| apiary | confectionery | auxiliary | compulsory | auditory |
| apothecary | imaginery | boundary | contradictory | category |
| arbitrary | stationery | burglary | cursory | circulatory |
| binary | | complimentary | directory | conservatory |
| canary | | diary | history | derogatory |
| commentary | | documentary | introductory | dormitory |
| contemporary | | elementary | memory | explanatory |
| customary | | exemplary | pillory | inventory |
| dignitary | | glossary | satisfactory | laboratory |
| estuary | | granary | savory | mandatory |
| extraordinary | | infirmary | sensory | migratory |
| fragmentary | | parliamentary | theory | observatory |
| hereditary | | rotary | victory | respiratory |
| honorary | | rudimentary | | territory |
| imaginary | | salary | | |
| involuntary | | summary | | |
| itinerary | | supplementary | | |
| judiciary | | | | |
| legendary | | artery | | |
| library | | bribery | | |
| literary | | celery | | |
| mercenary | | discovery | | |
| military | | drapery | | |
| missionary | | drudgery | | |
| momentary | | embroidery | | |
| monetary | | forgery | | |
| necessary | | gallery | | |
| obituary | | grocery | | |
| preliminary | | machinery | | |
| primary | | misery | | |
| revolutionary | | mystery | | |
| sanctuary | | nursery | | |
| sanitary | | periphery | | |
| secretary | | scenery | | |
| solitary | | sorcery | | |
| stationary | | surgery | | |
| temporary | | treachery | | |
| tributary | | upholstery | | |
| vocabulary | | | | |
| voluntary | | | | |

(cont.)

## LATIN-DERIVED SUFFIXES (*cont.*)

### ity

**With base word**

abnormality
absurdity
acidity
actuality
authenticity
authority
brutality
causality
civility
complexity
conformity
cordiality
domesticity
eccentricity
elasticity
electricity
equality
eventuality
familiarity
fatality
formality
frugality
hospitality
humidity
inferiority
legality
majority
mentality
minority
morality
neutrality
originality
peculiarity
perplexity
personality
popularity
principality
prosperity
publicity
rapidity
reality
regularity
rigidity
seniority
similarity
solemnity
solidity
specificity
stupidity
superiority
technicality
timidity
totality
toxicity
uniformity
universality
validity
vitality

**With e-drop**

activity
adversity
agility
antiquity
austerity
captivity
community
continuity
creativity
density
diversity
divinity
extremity
femininity
festivity
futility
gravity
hostility
immaturity
immensity
impurity
insanity
insecurity
intensity
maturity
objectivity
opportunity
purity
scarcity
sensitivity
security
senility
serenity
severity
sincerity
university
versatility

***With ble → bil***

ability
acceptability
accessibility
accountability
adaptability
affability
availability
capability
credibility
disability
eligibility
impossibility
inevitability
irritability
legibility
liability
nobility
predictability
reliability
reproducibility
responsibility
sensibility
stability
visibility

## DOUBLING ISSUES WITH POLYSYLLABIC BASE WORDS

| Doubling* | |
|---|---|
| abhor | abhorred, abhorring<br>abhorrent, abhorrence |
| acquit | acquitted, acquitting<br>acquittal |
| admit | admitted, admitting<br>admittance |
| allot | allotted, allotting |
| begin | beginning, beginner |
| commit | committed, committing |
| compel | compelled, compelling |
| concur | concurred, concurring<br>concurrence |
| confer | conferred, conferring |
| control | controlled, controlling<br>controller |
| defer | deferred, deferring |
| embed | embedded, embedding |
| emit | emitted, emitting |
| equip | equipped, equipping |
| excel | excelled, excelling, *but*<br>ex'cellent |
| expel | expelled, expelling |
| forbid | forbidding, forbidden |
| forget | forgetting |
| incur | incurred, incurring |
| infer | inferred, inferring |
| occur | occurred, occurring,<br>occurrence |
| omit | omitted, omitted, |
| patrol | patrolled, patrolling |
| permit | permitted, permitting |
| prefer | preferred, preferring |
| propel | propelled, propelling,<br>propeller |
| rebel | rebelled, rebelling<br>rebellion |
| refer | referred, referring, referral |
| regret | regretted, regretting<br>regrettable |
| repel | repelled, repelling,<br>repellent |
| submit | submitted, submitting |
| transfer | transferred, transferring |
| transmit | transmitted, transmitting |

**No doubling****

**Final consonant is preceded by two vowels**

| | |
|---|---|
| appear | appeared, appearing,<br>appearance |
| complain | complained, complaining<br>complainer |
| detour | detoured, detouring |
| explain | explained, explaining |
| repeat | repeated, repeating |

**Word ends with two consonants**

| | |
|---|---|
| attend | attended, attending |
| collect | collected, collecting |
| conduct | conducted, conducting |
| exist | existed, existing |
| insert | inserted, inserting |
| prevent | prevented, preventing |
| support | supported, supporting<br>supporter, supportable |

**Suffix begins with a consonant**

| | |
|---|---|
| commit | commitment |
| defer | deferment |
| equip | equipment |
| regret | regretful |

**Accent is not on the last syllable of the base word**

| | |
|---|---|
| ben'efit | benefited, benefiting |
| car'ol | caroled, caroling, caroler |
| consid'er | considered, considering |
| cred'it | credited, crediting |
| devel'op | developed, developing |
| ed'it | edited, editing, editor |
| en'ter | entered, entering |
| exhib'it | exhibited, exhibiting |
| ex'it | exited, exiting |
| inhab'it | inhabited, inhabiting |
| lim'it | limited, limiting |
| sev'er | severed, severing |
| suf'fer | suffered, suffering |

*Double if the suffix begins with a vowel and the syllable before the suffix (1) has one vowel, (2) ends with one consonant, and (3) is stressed. Stress sometimes shifts away from the last syllable in a related word: refer'/ ref'erence.

**For more examples of words that do not require doubling, scan the lists for "Other Syllable Juncture Doubling."

## MORE HOMOGRAPHS

| Verb /āt/ | Noun /ĭt/ | Adjective /ĭt/ |
|---|---|---|
| advocate | advocate | |
| affiliate | affiliate | |
| aggregate | aggregate | aggregate |
| alternate | alternate | alternate |
| animate | | animate |
| approximate | | approximate |
| articulate | | articulate |
| associate | associate | associate |
| certificate | certificate | |
| confederate | confederate | confederate |
| consummate | | consummate |
| coordinate | coordinate | coordinate |
| delegate | delegate | |
| desolate | | desolate |
| duplicate | | duplicate |
| elaborate | | elaborate |
| estimate | estimate | |
| graduate | graduate | graduate |
| inebriate | inebriate | inebriate |
| initiate | initiate | initiate |
| intimate | intimate | intimate |
| laminate | | laminate |
| postulate | postulate | |
| predicate | predicate | predicate |
| separate | separate | separate |
| sophisticate | sophisticate | |
| subordinate | subordinate | subordinate |
| syndicate | syndicate | |

*Note:* In verb forms, the vowel in the final syllable is always pronounced with a long *a*. The usual pronunciation for noun and/or adjective forms is indicated; in some cases long *a* is also acceptable. Unlike homographs presented at the syllable juncture stage, in the words above the stress does not change.

## MORE PLURALS

### *sis* → *ses*

analysis analyses
antithesis antitheses
basis bases
crisis crises
diagnosis diagnoses
ellipsis ellipses
emphasis emphases
hypothesis hypotheses
metamorphosis metamorphoses
nemesis nemeses
neurosis neuroses
oasis oases
parenthesis parentheses
prognosis prognoses
psychosis psychoses
synopsis synopses
synthesis syntheses
thesis theses

### *a* → *ae* (also add *s*)

alga algae
alumna alumnae
antenna antennae antennas
formula formulae formulas
larva larvae larvas
minutia minutiae
nebula nebulae nebulas
nova novae novas
persona personae personas
pupa pupae pupas
vertebra vertebrae vertebras

### *um* → *a* (also add *s*)

addendum addenda
arboretum arboreta arboretums
atrium atria atriums
bacterium bacteria
candelabrum candelabra candelabrums
cilium cilia
compendium compendia compendiums
consortium consortia
curriculum curricula curriculums
datum data
emporium emporia emporiums
flagellum flagella
honorarium honoraria honorariums
medium media mediums
memorandum memoranda memorandums
millennium millennia milleniums
moratorium moratoria moratoriums
referendum referenda referendums
solarium solaria solariums
stratum strata stratums
symposium symposia symposiums

### *us* → *i* (also add *es*)

alumnus alumni
bronchus bronchi
cactus cacti
cirrus cirri
colossus colossi colossuses
cumulus cumuli
eucalyptus eucalypti eucalyptuses
focus foci focuses
fungus fungi funguses
hippopotamus hippopotami hippopotamuses
locus loci
narcissus narcissi narcissuses
nautilus nautili nautiluses
nimbus nimbi nimbuses
nucleus nuclei nucleuses
octopus octopi octopuses
radius radii radiuses
rhombus rhombi rhombuses
sarcophagus sarcophagi sarcophaguses
stimulus stimuli
stylus styli styluses
syllabus syllabi syllabuses
terminus termini terminuses
thesaurus thesauri thesauruses

## ASSIMILATED (ABSORBED) PREFIXES

**With base words** **With roots**

### *ad* "to, toward"

acclaim: [*ad* + claim]
adjoin: [*ad* + join]*
account: [*ad* + count]
affirm: [*ad* + firm]
affix: [*ad* + fix]
allure: [*ad* + lure]
annotation: [*ad* + notation]
approve: [*ad* + prove]
assign: [*ad* + sign]
assorted: [*ad* + sorted]
assure: [*ad* + sure]
attempt: [*ad* + tempt]

(*ad* assimilates to *ac* before *c* and *q*; *af* before *f*, *ag* before *g*; *al* before *l*; *an* before *n*; *ap* before *p*; *ar* before *r*; *as* before *s*; *at* before *t*; and *a* before *sc*, *sp*, and *st*)

accelerate: [*ad* + *celerare*, hasten toward]
alliance: [*ad* + *ligare*, bind to]
addend*
addict*
adhesive*
adjacent*
abbreviate
accept
access
accessory
accident
accommodate
accomplish
accrue
accumulate
accurate
accuse
acquiesce
acquire
acquisition
affable
affect
affiance
affiliate
affinity
afflict
affluence
affricate
aggravate
aggregate
aggression
allegation
alleviate
alliance
alliteration
allow

allude
ally
annex
annihilate
announce
annul
apparatus
appeal
appear
appendix
appertain
appetite
applause
application
appreciate
apprehend
apprentice
approach
appropriate
approximate
arraign
arrogance
assault
assemble
assent
assertion
assess
asset
assiduous
assimilate
assist
associate
assuage
assume
assumption
attain
attempt
attendance

attention
attrition

*Note:* An asterisk is used to indicate words in which the prefix is simply joined to the base or root. No assimilation occurs; however, doubling may still result (for example, *dissatisfy*). Sometimes the final letter of a prefix does change, but to a letter other than that with which the base or root begins. For example, the prefix *ad* becomes *ac* before words and roots that begin with *q* (*acquit*). Similarly, the prefix *com* becomes *con* in words like *condescend* and *consign* and *co* before many words and roots that begin with vowels, *w*, or *h* (for example, *coexist*, *cohabit*). With the exception of the asterisked examples, words included in this section are limited to those with an assimilation that results in a doubled consonant.

(*cont.*)

## ASSIMILATED (ABSORBED) PREFIXES (*cont.*)

**With base words** **With roots**

### *com* "with, together"

compatriot: [*com* + patriot]*
commingle: [*com*+ mingle]*
commission: [*com* + mission]*
collapse: [*com* + lapse]
collateral: [*com* + lateral]
colleague: [*com* + league]
collocate: [*com* + locate]
connotation: [*com* + notation]
correlation: [*com* + relation]
correspond: [*com* + respond]

(*com* assimilates to *col* before *l*; *cor* before *r*; *con* before *c*, *d*, *g*, *j*, *n*, *q*, *s*, *t*, and *v*; and *co* before all vowels, *h*, and *w*)

collaborate: [*com* + *laborare*, work with]
connect: [*com* + *nectere*, fasten together]
commensurate*
combine*
companion*
compare*
collate
collect
collide
collision
colloquial
colloquy
collusion
correct
corrupt
corruption

### *dis* "opposite of, not, apart"

disadvantage: [*dis* + advantage]*
dissatisfied: [*dis* + satisfied]*
diffraction: [*dis* + fraction]
diffuse: [*dis* + fuse]
diffusion : [dis + fusion]

(*dis* assimilates to *dif* before *f* and becomes *di* before *b*, *d*, *g*, *l*, *m*, *n*, *r*, and *v*.)

differ: [*dis* + *ferre*, bring or carry apart]
diffidence: [*dis* + *fidere*, opposite of trusting]
disseminate*
discern*
disdain*
difference
different
differentiate
difficulty

(cont.)

## ASSIMILATED (ABSORBED) PREFIXES (*cont.*)

**With base words**

**With roots**

### ex "out, from"

exchange: [ex + change]*
excommunicate: [ex + communicate]*
exterminate: [ex + terminate]*
eccentric: [ex + centric]
efface: [ex + face]
efflorescent: [ex + florescent]
effuse: [ex + fuse]

(ex assimilates to ef before *f*; e before *b, d, g, h, l, m, n, r,* and v; and often ec before c or s. In many words of French origin the ex appears as es—for example, *escape.)*

effervescence: [ex + *fervescere,* begin to boil out]
effusion: [ex + *fundere,* pour out]
excavate*
excerpt*
expansion*
eccentric
eccentricity
ecclesiastic
effect
efficacious
efficiency
effectual
effigy
effluvium
effrontery
effulgent

### *in* "in, not, toward, together"

inaccurate: [*in* + accurate]*
inefficient: [*in* + efficient]*
innumerable: [*in* + numerable]*
inoperative: [*in* + operative]*
insecure: [*in* + secure]*
intemperate: [*in* + temperate]*
illegal: [*in* + legal]
illegible: [*in* + legible]
illimitable: [*in* + limitable]
illiterate: [*in* + literate]
illicit: [*in* + licit]
illogical: [*in* + logical]
immaterial: [*in* + material]
immature: [*in* + mature]
immeasurable: [*in* + measurable]
immemorial: [*in* + memorial]
immigrate: [*in* + migrate]
immobile: [*in* + mobile]
immoderate: [*in* + moderate]
immodest: [*in* + modest]
immoral: [*in* + moral]
immortal: [*in* + mortal]
immovable: [*in* + movable]
irradiate: [*in* + radiate]
irrational: [*in* + rational]
irreconcilable: [*in* + reconcilable]

immense: [*in* + *mensus,* not measured]
irrigate: [*in* + *rigare,* water in]
innate*
incubate*
intact*
illuminate
illusion
illustrate
immaculate
immerse
imminent
immune
immunity
immunization
immure
irrigation

(cont.)

## ASSIMILATED (ABSORBED) PREFIXES (*cont.*)

**With base words** **With roots**

### *in* "in, not, toward, together"

irrefutable: [*in* + refutable]
irregular: [*in* + regular]
irrelevant: [*in* + relevant]
irreparable: [*in* + reparable]
irreplaceable: [*in* + replaceable]
irreproachable: [*in* + reproachable]
irresistible: [*in* + resistible]
irresolute: [*in* + resolute]
irresponsible: [*in* + responsible]
irretrievable: [*in* + retrievable]
irreversible: [*in* + reversible]
irrevocable: [*in* + revocable]

(*in* assimilates to *il* before *l*; *ir* before *r*; and *im* before *b*, *m*, and *p*)

### *ob* "to, toward, against"

oblong: [*ob* + long]*
offend: [*ob* + fend]
oppose: [*ob* + pose]
opposition: [*ob* + position]
oppress: [*ob* + press]

(*ob* assimilates to oc before *c*, *of*, before *f*, and *op* before *p*; it becomes o before *m*)

occlude: [*ob* + *claudere*, shut against]
offend: [*ob* + *fendere*, hit or thrust toward]
oblige*
obstruct*
occasion
occlusion
occupancy
occupation
occupy
occur
occurrence
offensive
offer
offering
opponent
opportune
opportunity
opposite
opprobrium

(cont.)

## ASSIMILATED (ABSORBED) PREFIXES (*cont.*)

### sub "under, lower"

**With base words**

subbasement: [*sub* + basement]*
subcommittee: [*sub* + committee]*
subdivision: [*sub* + division]*
subheading: [*sub* + heading]*
submarine: [*sub* + marine]*
suffix: [*sub* + fix]
suffuse: [*sub* + fuse]
supplant: [*sub* + plant]
suppliant: [*sub* + pliant]
supportable: [*sub* + portable]
suppose: [*sub* + pose]
supposition [*sub* + position]
suppress: [*sub* + press]
surreal: [*sub* + real]
surrender: [*sub* + render]
surround: [*sub* + round]

(*sub* assimilates to *suc* before *c; suf* before *f; sug* before *g; sum* before *m; sup* before *p; sur* before *r;* and it often changes to *sus* before *c, p,* and *t*–for example, *susceptible* and *suspect)*

**With roots**

suffer: [*sub* + *ferre*, bear under]
support: [*sub* + *portare*, carry under]
subjugate*
subpoena*
subsequent*
succeed
success
succinct
succor
succumb
suffice
sufficient
suffocate
suffuse
suggest
suggestion
supplement
supplicant
supply
surreptitious
surrogate

## MORE USEFUL PREFIXES

***anti* "against"**
antibiotic
anticlimactic
antidote
antifreeze
antihistamine
antipathy
antipodes
antiseptic
antithesis
antitoxin
antitrust
antiwar

***auto* "self"**
autobiography
autocrat
autograph
automatic
automaton
automobile
autonomy
autopsy

***cat, cata* "down"**
cataclysm
catacomb
catalepsy
catalogue
catapult
cataract
catarrh
catastrophe
catatonic

***circum* "around"**
circumambulate
circumference
circumfuse
circumlocution
circumnavigate
circumpolar
circumscribe
circumspect
circumstance
circumvent

***inter* "between, among"**
interact
intercede
interchange
intercollegiate
interdependence
interface
interfere
interject
interlace
interlock
interlocutor
interloper
intermediary
intermission

***intra* "within"**
intramural
intrastate
intravenous

***mal, male* "bad, evil"**
maladjusted
malady
malaria
malcontent
malediction
malefactor
malevolent
malfeasance
malfunction
malign
malinger
malnutrition
malpractice

***peri* "around, near"**
pericardium
perigee
perihelion
perimeter
period
periodontal
peripatetic
periphery
periscope

***post* "after"**
posterior
posterity
posthumous
postimpressionism
postmeridian
postpone
postscript

***pro* "before, forward"**
proboscis
proceed
proclaim
proclivity
procrastinate
procreate
prodigy
produce
profane
profess
proficient
profile
profound
program
progress
prohibit
project
promote
promulgate
pronounce
propel
propensity
prophet
propitious
proponent
proportion
proscenium
prospect
protect
protract
proverb
provide

***super* "higher, greater"**
superabundance
supercilious
superficial
superimpose
superintendent
supermarket
supernatural
superman
supernumerary
superpower
supersede
supersensitive
supersonic
superstition
supervision

***trans* "over, across"**
transatlantic
transcend
transcribe
transfer
transfigure
transfuse
transgress
transit
translate
translucent
transmigration
transmit
transparent
transpire
transplant
transport
transpose

Note: For additional prefixes see "Assimilated (Absorbed) Prefixes" and "Number-Related Prefixes and Roots."

## NUMBER-RELATED PREFIXES AND ROOTS

**_bi_ "two"**
bicentennial
biennial
bilateral
bilingual
bimonthly
bipartisan
biped
bipolar
bisect
bivalve
biweekly

**_cent, centi_ "hundred"**
bicentennial
centenarian
centennial
centigrade
centimeter
centipede
century
percent
percentile

**_dec, deca_ "ten"**
decade
decagon
decahedron
decameter

**_mon, mono_ "one, alone"**
monarchy
monastery
monochromatic
monogamy
monograph
monolith
monologue
monomania
monopoly
monorail
monosyllabic
monotheism
monotone
monotonous

**_multi_ "many, much"**
multicolored
multicultural
multidimensional
multifaceted
multifamily
multilateral
multimedia
multimillionaire
multinational
multiple
multiplex
multiplication
multipurpose
multitude

**_oct, octa, octo_ "eight"**
octagon
octahedron
octave
October
octogenarian
octopus
octet
octillion

**_pent, penta_ "five"**
pentadactyl
pentagon
pentameter
pentathlon
pentatonic

**_poly_ "many"**
polychrome
polydactyl
polygamy
polyglot
polygon
polygraph
polyhedron
polymerization
polymorphous
polynomial
polyp
polyphagia
polyphonic
polyphony
polysyllabic
polytechnic

**_quad, quadri_ "four"**
quadrangle
quadrant
quadriceps
quadrilateral
quadrille
quadruped
quadruple
quadruplets
squad
square

**_semi_ "half, partly"**
semiannual
semiautomatic
semicircle
semicolon
semiconscious
semidetached
semidiurnal
semifinal
semiprecious
semiprivate
semisolid
semitropical
semiweekly
semiyearly

**_tri_ "three"**
triad
triangle
triceps
tricolor
tricuspid
tricycle
trident
triennial
trifocal
trillium
trilobite
trilogy
trimester
trinity
trio
triplet
tripod
triptych

**_uni_ "one"**
reunion
unicorn
unicycle
uniform
unify
unilateral
union
unique
unison
unit
unite
unity
universal
universe
university

## GREEK ROOTS

***aer***
**(*aer* "air")**
aerate
aerator
aerial
aerie
aerobatics
aerobic
aerodynamics
aeronautics
aerosol
aerospace

***arch***
**(*archos* "chief, ruler")**
anarchy
archangel
archbishop
archduke
archetype
archipelago
architect
hierarchy
matriarch
monarchy
oligarchy
patriarch

***aster, astr***
**(*aster* "star")**
aster
asterisk
asteroid
astrology
astronomy
astronaut
astronomical
astrophysics
disater

***bi, bio***
**(*bios* "life")**
amphibious
antibiotic
autobiography
biochemistry
biodegradable
biography
biopsy
biology
symbiotic

***centr***
**(*kentron* "center")**
center
centrifugal
centripetal
centrist
concentrate
concentric
eccentric
egocentric
ethnocentric

***chron***
**(*chronos* "time")**
anachronism
chronic
chronicle
chronological
chronology
chronometer
synchronize

***cosm***
**(*kosmos* "universe, world")**
cosmic
cosmogony
cosmography
cosmology
cosmonaut
cosmopolitan
cosmos
macrocosm
microcosm

***cris, crit***
**(*kritikos* "to judge, separate"**
crisis
criterion
critic
criticism
criticize
critique
diacritical
hypocrisy

***cycl***
**(*kyklos* "circle")**
bicycle
cycle
cyclical
cyclist
cyclometer
cyclone
encyclopedia
motorcycle
recycle
tricycle
unicycle

***dem***
**(*demos* "people")**
demagogue
democracy
demographic
endemic
epidemic
epidemiology

***derm***
**(*derma* "skin")**
dermatology
epidermis
hypodermic
pachyderm
taxidermy

***geo***
**(*geo* "the earth")**
geocentric
geode
geographic
geology
geophysics
geothermal

***gram***
**(*graphein* "to write")**
anagram
cryptogram
diagram
electrocardiogram
epigram
grammar
histogram
hologram
ideogram
monogram
parallelogram
program
telegram

***graph***
**(*graphein* "to write")**
autobiography
autograph
bibliography
biography
calligraphy
cartographer
choreographer
cinematography
demography
digraph
epigraph
ethnography
geography
graphics
graphite
homograph
lexicographer
lithograph
oceanography
orthography
paragraph
phonograph
photograph
polygraph
seismograph
telegraph
topography

***homo***
**(*homos* "same")**
homogeneous
homogenize
homograph
homophone

(cont.)

## GREEK ROOTS (*cont.*)

***hydr***
**(*hydor* "water")**
anhydrous
hydra
hydrangea
hydrant
hydrate
hydraulic
hydroelectric
hydrology
hydrophobia
hydroplane
hydroponics

***log, ology***
**(*legein* "to speak")**
analogy
anesthesiology
anthology
anthropology
apologize
archaeology
audiology
biology
cardiology
catalogue
chronology
dermatology
dialogue
ecology
epilogue
entomology
etymologist
eulogy
genealogy
geology
gerontology
hematology
ichthyology
immunology
logical
logo
meteorology
monologue
mythology
ophthalmology
ornithology
pathology
pharmacology
physiology
prologue
psychology
seismology
sociology
technology
terminology
theology
volcanology
zoology

***mania***
**(*mainesthai* "to rage")**
kleptomania
maniac
pyromania
monomania
megalomania

***mega***
**(*megas* "great")**
megabyte
megalomania
megalopolis
megaphone
megaton
megawatt

***meter***
**(*metron* "measure")**
altimeter
barometer
centimeter
chronometer
cyclometer
diameter
hydrometer
kilometer
millimeter
micrometer
odometer
parameter
pedometer
pentameter
perimeter
speedometer
tachometer
thermometer

***micro***
**(*mikros* "small")**
microbe
microbiology
microchip
microcomputer
microcosm
micrometer
microfiche
micron
microorganism
microphone
microscope
microwave

***morph***
**(*morphe* "having a form")**
amorphous
anthropomorphism
endomorphic
metamorphosis
morpheme
morphology

***onym, nym***
**(*onyma, onoma* "name")**
acronym
anonymous
antonym
eponym
homonym
patronymic
pseudonym
synonymous

***ortho***
**(*orthos* "straight, correct")**
orthodontics
orthography
orthodox
orthopedic

***pan***
**(*pan* "all")**
panacea
Pan-American
panchromatic
pandemic
pandemonium
panoply
panorama
pantheon

***path*(o), *pathy***
**(*pathein* "to suffer")**
antipathy
apathetic
empathize
homeopathic
osteopath
pathogen
pathologist
pathetic
pathos
sympathize
telepathy

***ped***
**(*pais/paidos* "child"*)**
encyclopedia
orthopedic
pedagogue
pedagogy
pediatrician

***phil, phile***
**(*philos* "loving")**
audiophile
bibliophile
Philadelphia
philanderer
philanthropy
philatelic
philharmonic
philosophy
philter

*See also Latin *ped.*

(cont.)

## GREEK ROOTS (*cont.*)

***phobia***
**(*phobos* "fear")**
acrophobia
agoraphobia
claustrophobia
hydrophobia
monophobia
phobia
xenophobia

***phon, phone***
**(*phone* "sound")**
antiphony
cacophony
earphone
euphony
headphone
homophone
megaphone
microphone
phoneme
phonetic
phonics
phonograph
polyphonic
saxophone
sousaphone
stereophonic
symphony
telephone
xylophone

***photo***
**(*photos* "light")**
photocell
photocopier
photogenic
photograph
photojournalism
photometry
photosynthesis
telephoto

***phys***
**(*physis* "nature")**
astrophysics
biophysics
geophysics
metaphysics
physics
physical
physician
physiognomy
physiology
physiotherapy
physique

***pol, polis***
**(*polis* "city")**
acropolis
Annapolis
cosmopolitan
Indianapolis
megalopolis
metropolis
Minneapolis
police
policy
politician

***proto***
**(*protos* "first")**
protocol
proton
protoplasm
prototype
protozoan

***psych***
**(*psyche* "spirit, soul")**
psyche
psychedelic
psychiatry
psychic
psychoanalyst
psychology
psychomotor
psychosis
psychosomatic

***scope***
**(*skopein* "see, view")**
gyroscope
horoscope
kaleidoscope
microscope
periscope
scope
stethoscope
stereoscope
telescope

***soph***
**(*sophos* "clever, wise")**
philosophy
sophisticated
sophistry
sophomore

***sphere***
**(*sphaira* "ball, sphere")**
atmosphere
bathysphere
biosphere
chromosphere
hemisphere
ionosphere
sphere
stratosphere
troposphere

***tele***
**(*tele* "far off")**
telecast
telecommunications
teleconference
telecourse
telegraph
telegram
telepathy
telephone
telephoto
telescope
telethon
televise
television

***therm***
**(*therme* "heat")**
geothermal
thermal
thermodynamic
thermometer
thermonuclear
thermos
thermostat
thermotropism

***typ, type***
**(*typtein* "to beat, to strike")**
archetype
daguerreotype
genotype
phenotype
prototype
stereotype
typecast
typesetter
typewriter
typist
typographical

***zo***
**(*zoion* "animal")**
protozoan
zodiac
zoo
zoological
zoologist
zoophobia
zoophyte

## LATIN ROOTS

***am, amor***
**(*amare* "to love")**
amateur
amiable
amicable
amity
amorous
enamored

***ambl, ambul***
**(*ambulare* "to walk, move")**
amble
ambulance
circumambulate
perambulate
preamble
somnambulate

***anima***
**(*anima* "breath, air, soul")**
animadversion
animal
animate
animosity
magnanimous
pusillanimous
unanimous

***aud***
**(*audire* "to hear")**
audible
audience
audio
audiology
audiometer
audit
audition
auditorium
auditory
audiovisual
inaudible

***bell, belli***
**(*bellum* "war"**
antebellum
bellicose
belligerent
rebellion

***bene, beni***
**(*bene* "well")**
benediction
benefactor
benefactress
beneficence
beneficial
beneficiary
benefit
benevolent
benign
benignant

***cand, chand***
**(*candere* "to shine")**
candelabra
candid
candidate
candle
candor
chandler
chandelier
incandescent

***cap***
**(*caput* "the head")**
cape (land)
capillary
capital
capitalize
capitol
capitulate
captain
decapitate
per capita
recapitulate

***ce(e)d, ceas, cess***
**(*cedere* "to go, to yield")**
accede*
antecedent
cease
cede
concede
decease
exceed*
intercede
precedent
proceed*
recede*
succeed*
secede

***cide***
**(*caedere* "to kill, to cut")**
circumcise
concise
excise
fungicide
genocide
germicide
herbicide
homicide
incise
insecticide
pesticide
precise
regicide
suicide

***clud, clos, clus***
**(*claudere* "to shut")**
cl(a)ustrophobia
close
closet
conclude
conclusion
disclose
enclose
exclude
exclusive
foreclose
include
inclusion
occlude
occlusion
preclude
seclude
seclusion
recluse

***cogn***
**(*gnoscere* "to know")**
cognition
cognizant
incognito
precognition
recognizance
recognize

***cor***
**(*cor, cordis* "heart")**
accord
concord
cordial
core
discord
record

***cor, corp***
**(*corpus* "body")**
corps
corpse
corpulent
corpus
corpuscle
corporation
corporeal
corset
incorporate

***cred***
**(*credere* "to trust, believe")**
accredit
credence
credentials
credible
credit
credulous
discredit
incredible

*The noun form which ends in ess is not shown (e.g., success).

(cont.)

## LATIN ROOTS (*cont.*)

***cure***
**(*cura* "care")**
manicure
pedicure
procure
secure
sinecure

***dent, dont***
**(*dens, dentis* "a tooth")**
dentils
dentine
dentist
dentition
dentures
orthodontist

***dic, dict***
**(*dicere* "to speak")**
abdicate
benediction
contradict
dedicate
dictate
diction
dictionary
edict
indict
jurisdiction
predicate
predict
valedictorian
verdict
vindicate

***doc***
**(*docere* "to teach")**
docent
docile
doctor
doctorate
doctrine
document
documentary
indoctrinate

***dom***
**(*dominus* "lord, master")**
condominium
domain
dominant
dominate
domineer
dominion
predominate

***dom***
**(*domus* "building")**
dome
domestic
domesticate
domicile
major domo

***dorm***
**(*dormire* "to sleep")**
dormant
dormer
dormitory
dormouse

***duce, duct***
**(*ducere* "to lead")**
abduct
adduce
aqueduct
conducive
conduct
conductor
deduce
deduct
duct
educate
educe
induct
introduction
product
reduce
reproduce
semiconductor
viaduct

***equa, equi***
**(*aequus* "even")**
equable
equality
equanimity
equation
equator
equidistant
equilateral
equilibrate
equilibrium
equinox
equity
equivalent
equivocate

***fac, fact, fect***
**(*facere* "to do")**
affect
artifact
benefactor
confection
defect
effect
facile
facilitate
facsimile
fact
faction
factor
factory
faculty
infect
manufacture
perfect
putrefaction
satisfaction

***fer***
**(*ferre* "to bring, carry")**
aquifer
circumference
conference
conifer
differ
ferry
fertile
inference
prefer
reference
suffer
transfer
vociferous

***fid***
**(*fidere* "to trust")**
affidavit
bona fide
confidant
confident
confidential
diffident
fidelity
infidelity
perfidy

***fin***
**(*finis* "end")**
confinement
definitive
final
finale
fine
finish
finial
infinite
refine

***flect, flex***
**(*flectere* "to bend, curve")**
circumflex
deflect
flex
flexible
genuflect
inflection
inflexible
reflect
flex

***flict***
**(*fligere* "to strike")**
afflict
conflict
inflict

(*cont.*)

## LATIN ROOTS (*cont.*)

***flu***
**(*fluere* "to flow")**
affluence
confluence
fluctuate
fluent
fluid
influence
influx
superfluous

***forc, fort***
**(*fortis* "strong")**
comfort
enforcement
force
fortify
fortitude
fortress
perforce
reinforce

***form***
**(*forma* "a shape")**
conform
cuneiform
deform
formal
formality
format
formation
formula
formulate
informal
information
malformed
platform
reform
transform
uniform

***fract, frag***
**(*frangere* "to break")**
diffraction
fraction
fracture
fragile
fragment
infraction
refraction

***fug***
**(*fugere* "to flee")**
centrifuge
fugitive
fugue
refuge
refugee
subterfuge

***gest***
**(*gerere* "to bear, carry")**
congestion
decongestant
digest
gestation
gesticulate
gesture
ingest
suggest

***grac, grat***
**(*gratus* "pleasing, thankful")**
congratulate
grace
gracious
grateful
gratify
gratitude
gratuitous
gratuity
ingrate
ingratiate
persona non grata

***grad, gress***
**(*gradi* "to step")**
aggressive
centigrade
congress
degradable
digress
downgrade
egress
grade
gradient
gradual
graduate
ingress
progress
regress
retrograde
transgress
upgrade

***greg***
**(*grex, gregis* "a flock, herd")**
aggregate
congregation
desegregate
gregarious
segregation

***hab, hib***
**(*habere* "to have, hold")**
cohabit
exhibit
habit
habitat
habituate
inhabit
inhibit
prohibit

***hos***
**(*hospes* "host, guest")**
hospice
hospitable
hospital
hospitality
host(ess)
hostage
hostel

***ject***
**(*jacere* "to throw")**
object
conjecture
dejected
eject
injection
interject
objection
projectile
projector
reject
subjective
trajectory

***jud***
**(*judex* "a judge")**
adjudge
adjudicate
injudicious
judge
judgment
judiciary
judicious
prejudice

***junct***
**(*jungere* "to join")**
adjunct
conjunction
disjunction
injunction
junction
juncture

***langu, lingu***
**(*lingua* "the tongue")**
bilingual
language
lingo
linguine
linguist
linguistics
monolingual
multilingual

***lateral***
**(*latis, lateris* "a side")**
bilateral
collateral

(cont.)

## LATIN ROOTS (*cont.*)

equilateral
multilateral
quadrilateral
unilateral

***lect***
**(*legere* "to gather, read")**
collect
elect
elective
elector
intellect
lecture
neglect
select

***liber***
**(*liber* "free")**
liberal
liberate
libertarian
libertine
liberty

***lit***
**(*litera* "a letter")**
alliteration
illiterate
literacy
literal
literary
literati
literature
literate
obliterate

***loc, loco***
**(*locus* "a place")**
allocate
collocate
dislocate
local
locate
locomotive
locus

***loc, loq***
**(*loqui* "to speak")**
circumlocution
colloquial
colloquy
elocution
eloquent
grandiloquent
interlocutor
loquacious
obloquy
soliloquy
somniloquy
ventriloquist

***luc, lum***
**(*lumen* "a light")**
elucidate
illumination
lucid
lumen
luminary
translucent

***magn***
**(*magnus* "great")**
Magna Carta
magnanimous
magnate
magnificent
magnify
magnitude

***man***
**(*manus* "hand")**
amanuensis
emancipate
manacle
manage
mandate
maneuver
manipulate
manner
manual
manufacture
manuscript
manicure

***medi, medio***
**(*medius* "middle")**
intermediary
intermediate
medial
median
mediate
medieval
mediocre
Mediterranean
medium

***mem***
**(*memor* "mindful, remembering")**
commemorate
immemorial
memento
memorabilia
memorable
memorandum
memoir
memorial
memorize
memory
remembrance

***mens, ment***
**(*mens, mentis* "the mind")**
comment
demented
mental
mention

***migra***
**(*migrare* "to wander")**
emigrate
immigrate
migrate
transmigration

***min***
**(*minuere* "to make smaller")**
diminish
mince
minimize
minimum
minnow
minor
minuet
minus
minuscule
minute

***mir, marv***
**(*mirari* "to wonder at")**
admire
admiral
marvel
marvelous
miracle
mirage
mirror

***miss, mit***
**(*mittere* "to send")**
admission*
commission*
demise
emissary
emission*
intermission
intermittent
missile
mission
missionary
omission*
permission*
promise
promissory
remission*
submission*
transmission*

---

*The verb forms of these words end in *it* and are not listed (for example, transmit).

(*cont.*)

## LATIN ROOTS (*cont.*)

***mob, mot***
**(*movere* "to move")**
automobile
bookmobile
commotion
demobilize
demote
emotion
immobile
locomotion
mob
mobile
motel
motion
motivate
motor
promote
remote

***mod***
**(*modus* "measure, manner")**
accommodate
commodious
model
moderate
modify
modicum

***mon***
**(*monere* "to warn")**
admonish
monitor
monster
monstrous
monument
premonition
remonstrance
summon

***mort***
**(*mortis* "death")**
immortal
mortal
mortgage
mortician
mortified
mortuary
postmortem
rigor mortis

***mot***
**(*movere* "move")**
automotive
commotion
demote
emotion
locomotive
motility
motion
motivation
motive
motor
motel
promote
remote

***mur***
**(*murus* "a wall")**
extramural
immure
intramural
mural

***nat***
**(*nasci* "to be born")**
innate
natal
nation
native
nativity
nature

***nov***
**(*novus* "new")**
innovation
nova
novel
novelty
novice
renovation

***numer***
**(*numerus* "number")**
enumerate
innumerable
number
numeral
numerator
numerical
numerous
supernumerary
omni
(omnis "all")
omnibus
omnifarious
omnipotence
omnipresent
omniscient
omnivore

***pac***
**(*pax, pacis* "peace")**
Pacific Ocean
pacifier
pacifist
pacify

***pat(e)r***
**(*pater* "father")**
expatriate
paternal
patriarch
patrimony
patron
patronize
patronymic
repatriated

***ped****
**(*pes, pedis* "foot")**
biped
centipede
expedite
impede
millipede
moped
orthopedic
pedal
pedestal
pedestrian
pedicure
pedigree
pedometer
quadruped

***pel***
**(*pellere* "to drive")**
appellate
appellation
compel
dispel
impel
propel
repellent

***pens, pend***
**(*pendere* "to hang")**
appendage
appendix
compensate
dependent
dispense
expend
expense
impending
pendant
pending
pendulum
pension
pensive
propensity
stipend
suspend
suspense

***pop, pub***
**(*populus* "the people")**
populace
popular
population
populous

---

*See also Greek *ped*.

(cont.)

## LATIN ROOTS (*cont.*)

public
publicity
publish

***port***
**(*portare* "to carry")**
comportment
deport
deportment
disport
export
import
important
portable
portage
porter
portfolio
portmanteau
rapport
report
sport
support
transport

***pos, pon*(e)**
**(*ponere* "to put, place")**
a propos
apposition
compose
composite
compost
composure
dispose
expose
impose
impostor
opposite
pose
position
positive
postpone
preposition
proponent
proposition
repose
superimpose
suppose
transpose

***press***
**(*premere* "to press")**
antidepressant
compress
decompress
depress
express
impress
irrepressible
oppress
pressure
repression
suppress

***prim, princ***
**(*primus* "first")**
prima donna
primal
primary
primate
prime
primer
primeval
primitive
primogeniture
primordial
primrose
prince
principal
principality
principle

***priv***
**(*privus* "separate")**
deprive
private
privateer
privation
privet
privilege
privy

***prop***
**(*proprius* "one's own")**
appropriate
expropriate
proper
property
proprietor
propriety

***pug***
**(*pugnare* "to fight")**
impugn
pugilistic
pugnacious
repugnant

***punct***
**(*punctus* "a point")**
punctilious
punctual
punctuate
punctuation

***qui***
**(*quies* "rest")**
acquiesce
quiet
quit
quite
requiem
requite
tranquil

***quer, ques, quir, quis***
**(*quaerere* "to ask")**
acquire
acquisition
conquer
inquire
inquisition
query
quest
question
questionnaire
request
require
requisite
requisition

***rect, reg***
**(*regere* "to lead straight, rule")**
correct
direct
erect
regal
regimen
regiment
region

***rod***
**(*rodere* "to gnaw")**
corrode
erode
rodent

***rupt***
**(*rumpere* "to break")**
abrupt
bankrupt
corrupt
disrupt
erupt
interrupt
irruption
rupture

***sacr, sanct***
**(*sacer* "sacred")**
sacrament
sacred
sacrifice
sacrilege
sacristy
sacrosanct
sanctify
sanctimonious
sanction
sanctuary

***sal***
**(*sal* "salt")**
salad
salami
salary
saline
salt

(cont.)

## LATIN ROOTS (*cont.*)

***scend***
**(*scandere* "to climb")**
ascend
condescend
descend
transcend

***sci***
**(*scire* "to know")**
conscience
conscious
conscientious
omniscient
prescience
science
subconscious

***scrib, script***
**(*scribere* "to write")**
ascribe
circumscribe
conscription
describe
inscribe
nondescript
postscript
prescription
proscribe
scribble
scribe
script
scripture
subscribe
transcription

***sect, seg***
**(*secare* "to cut")**
bisect
dissect
insect
intersect
section
sector
segment

***sen***
**(*senex* "old")**
senate
senator
seneschal
senile
senility
senior

***sent, sens***
**(*sentire* "to feel, perceive")**
assent
consent
consensus
dissent
insensate
resent
scent
sensation
sense
sensitive
sensory
sensuous
sentence
sententious
sentient
sentiment
sentinel
sentry

***sequ, sec***
**(*sequi* "to follow")**
consecutive
consequence
non sequitur
persecute
prosecute
second
sect
sequel
sequence
subsequent

***sert***
**(*serere* "to join")**
assert
concert
desert
e(x)ert
insert

***sign***
**(*signum* "a sign")**
assignment
consign
countersign
design
designate
ensign
insignia
insignificant
resignation
signal
signature
signet
significant

***sist, stat***
**(*stare* "to stand")**
assist
consistent
desist
insistent
persist
resist
state
station
stationary
statistic
statue
stature
status
subsist

***sol***
**(*solus* "alone")**
desolate
sole
soliloquy
solitary
solitude
solo

***solv***
**(*solvere* "to free, loosen")**
absolve
dissolve
resolve
solve
solvent

***somn***
**(*somnus* "sleep")**
insomnia
somnambulate
somniloquy
somnolent

***son***
**(*sonus* "a sound")**
assonance
consonant
dissonant
resonate
sonata
sonic
sonnet
sonorous
unison
utrasonic

***sort***
(*sors, sortis* "a lot, share")
assorted
consort
consortium
resort
sort

***spec, spect, spic***
**(*specere* "to see")**
aspect
auspicious
circumspect
conspicuous
despicable
inspector
introspection

(cont.)

## LATIN ROOTS (*cont.*)

perspective
perspicacious
prospect
prospectus
respect
retrospect
specimen
spectacle
spectator
specter
spectrum
speculate
suspect
suspicion

***spir***
**(*spirare* "to breathe")**
antiperspirant
aspirate
aspire
conspire
dispirit
inspire
perspire
respiration
spirit
transpire

***spon***
**(*spondere* "to promise")**
correspond
despondent
respond
responsible
sponsor

***strict***
**(*stringere* "to draw tight")**
boa constrictor
constrict
district
restrict
strict
stricture

***stru, struc***
**(*struere* "to build")**
construct
construe
destruction
infrastructure
instruct
obstruct
structure

***tact, tag, tang***
**(*tangere* "to touch")**
contact
contagious
intact
tact
tactile
tangent
tangible

***tain***
**(*tenere* "to hold")**
abstain
attain
appertain
contain
detain
entertain
maintain
obtain
pertain
retain
sustain

***tempo***
**(*tempus* "time")**
contemporary
extemporaneous
tempo
temporal
temporary

***tend, tens***
**(*tendere* "to stretch)**
attend
contend
distend
extend
intend
intensify
portend
pretend
superintendent
tendency
tendon
tendril

***term***
**(*terminus* "an end, boundary")**
determine
exterminate
indeterminate
predetermine
term
terminal
terminate
terminology

***terra***
**(*terra* "earth")**
Mediterranean
subterranean
terra cotta
terra firma
terrace
terrain
terrarium
terrestrial
terrier

***tort, torq***
**(*torquere* "to twist")**
contort
distort
extort
retort
torque
torsion
tortilla
tortuous
torture

***tract***
**(*trahere* "to pull")**
abstract
attract
contract
detract
distract
extract
intractable
protract
retract
subtract
tract
traction
tractor

***trib***
**(*tribuere* "to assign, allot, pay")**
attribute
contribute
distribute
retribution
tributary
tribute

***vac***
**(*vacare* "empty")**
evacuate
vacant
vacate
vacation
vacuous
vacuum

***val***
**(*valere* "be strong, be worth"**
convalesce
devaluate
equivalent
evaluate
invalid
valediction
valiant
valid
validate

(*cont.*)

## LATIN ROOTS (*cont.*)

valor
value

**ven, vent**
**(*venir* "to come")**
adventure
avenue
circumvent
convenient
convention
event
eventual
intervene
invent
prevent
revenue
souvenir
venue
venture

**ver**
**(*verus* "true")**
aver
veracity
verdict
verify
veritable
verity
very

**verb**
**(*verbum* "a word")**
adverb
proverb
verb
verbatim
verbiage
verbose

**vers, vert**
**(*vertere* "to turn")**
adverse
advertise
anniversary
avert
controversy
conversation
convert
divert
diverse
extrovert
introvert
inverse
inverted
perverted
reverse
revert
subvert
traverse
transverse
universe
versatile
versus
vertebra
vertex
vertical
vertigo

**vid, vis**
**(*videre* "to see")**
advise
audiovisual
envision
evident
improvise
invisible
providence
provision
revision
supervise
televise
video
visa
visage
visible
visit
vista
visual

**vinc, vict**
**(*vincere* "to conquer")**
conviction
convince
evict
evince
invincible
victor
victory

**viv**
**(*vivere* "to live")**
convivial
revive
survive
vivacious
vivid

**voc, vok**
**(*vocare* "to call")**
advocate
avocation
convocation
equivocal
evoke
invocation
provoke
revoke
vocabulary
vocal
vocation
vociferous

**vol**
**(*velle* "to be willing, to will")**
benevolent
malevolent
volition
voluntary
volunteer

**vol, volv**
**(*volvere* "to roll")**
convoluted
devolve
evolve
involve
revolve
voluble
volume (book)

**vor**
**(*vorare* "to devour")**
carnivore
herbivore
insectivore
omnivore
voracious

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# APPENDIX 2

◇ ◇ ◇

# Reproducible Forms

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## Word Card Template (21 Cards)

| | | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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## Word Card Template (24 Cards)

| | | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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<table>
<tr><th colspan="3">SPELLO</th></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
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## Screening Answer Sheet

Name ____________________

L W S D

Date ____________________

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

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## Screening Answer Sheet

Name ____________________

Date ____________________

L W S D

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

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Screening Answer Sheet

Name ____________________

Date ____________________

L W S D

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

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**Answer Sheet: FORM A**

Name ____________________

Stage __________

Date ____________________

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________
21. ____________________
22. ____________________
23. ____________________
24. ____________________
25. ____________________

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**Answer Sheet: FORM B**

Name ______________________

Stage __________

Date ______________________

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________
21. ______________________
22. ______________________
23. ______________________
24. ______________________
25. ______________________

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# DSA
# Class Record

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | A | Initial & Final Consonants | LN STAGE |
| | | | | | | | | | | | | | | | B | Initial Consonant Blends & Digraphs | |
| | | | | | | | | | | | | | | | C | Short Vowels | |
| | | | | | | | | | | | | | | | D | Affricate | |
| | | | | | | | | | | | | | | | E | Final Consonant Blends & Digraphs | |
| | | | | | | | | | | | | | | | | **STAGE SCORE** | |
| | | | | | | | | | | | | | | | F | Long Vowels (VC*e*) | WW STAGE |
| | | | | | | | | | | | | | | | G | *R*-Controlled Vowels | |
| | | | | | | | | | | | | | | | H | Other Common Long Vowels | |
| | | | | | | | | | | | | | | | I | Complex Consonants | |
| | | | | | | | | | | | | | | | J | Abstract Vowels | |
| | | | | | | | | | | | | | | | | **STAGE SCORE** | |
| | | | | | | | | | | | | | | | K | Doubling & *e*-Drop with *ed* & *ing* | SJ STAGE |
| | | | | | | | | | | | | | | | L | Other Syllable Juncture Doubling | |
| | | | | | | | | | | | | | | | M | Long Vowel Patterns (Stressed Syllable) | |
| | | | | | | | | | | | | | | | N | *R*-Controlled Vowels (Stressed Syllable) | |
| | | | | | | | | | | | | | | | O | Unstressed Syllable Vowel Patterns | |
| | | | | | | | | | | | | | | | | **STAGE SCORE** | |
| | | | | | | | | | | | | | | | P | Silent & Sounded Consonants | DC STAGE |
| | | | | | | | | | | | | | | | Q | Consonant Changes | |
| | | | | | | | | | | | | | | | R | Vowel Changes | |
| | | | | | | | | | | | | | | | S | Latin-Derived Suffixes | |
| | | | | | | | | | | | | | | | T | Assimilated Prefixes | |
| | | | | | | | | | | | | | | | | **STAGE SCORE** | |
| | | | | | | | | | | | | | | | | **TOTAL INVENTORY SCORE** | |

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# DSA Student Profile

**Name:** **School:**

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade** | | | | | | | | | | | | |
| **Teacher** | | | | | | | | | | | | |
| **Date** | | | | | | | | | | | | |
| **Form** | | | | | | | | | | | | |
| **Total Inventory Knowledge** | | | | | | | | | | | | |
| **Total Inventory Score** | | | | | | | | | | | | |
| **Stage Knowledge** | | | | | | | | | | | | |
| **Derivational Constancy** | | | | | | | | | | | | |
| **Syllable Juncture** | | | | | | | | | | | | |
| **Within Word Pattern** | | | | | | | | | | | | |
| **Letter Name** | | | | | | | | | | | | |
| **Feature Knowledge** | | | | | | | | | | | | |
| **T**—Assimilated Prefixes | | | | | | | | | | | | |
| **S**—Latin-Derived Suffixes | | | | | | | | | | | | |
| **R**—Vowel Changes | | | | | | | | | | | | |
| **Q**—Consonant Changes | | | | | | | | | | | | |
| **P**—Silent & Sounded Consonants | | | | | | | | | | | | |
| **O**—Unstressed Syllable Vowel Patterns | | | | | | | | | | | | |
| **N**—*R*-Controlled Vowels (Stressed Syllable) | | | | | | | | | | | | |
| **M**—Long Vowels (Stressed Syllable) | | | | | | | | | | | | |
| **L**—Other Syllable Juncture Doubling | | | | | | | | | | | | |
| **K**—Doubling & *e*-Drop with *ed* & *ing* | | | | | | | | | | | | |
| **J**—Abstract Vowels | | | | | | | | | | | | |
| **I**—Complex Consonants | | | | | | | | | | | | |
| **H**—Other Long Vowels | | | | | | | | | | | | |
| **G**—*R*-Controlled Vowels | | | | | | | | | | | | |
| **F**—Long Vowels (VC*e*) | | | | | | | | | | | | |
| **E**—Final Consonant Blends & Digraphs | | | | | | | | | | | | |
| **D**—Affricates | | | | | | | | | | | | |
| **C**—Short Vowels | | | | | | | | | | | | |
| **B**—Initial Consonant Blends & Digraphs | | | | | | | | | | | | |
| **A**—Initial & Final Consonants | | | | | | | | | | | | |

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## Letter Name Stage Scoring Sample

**Answer Sheet: FORM A**

Name ______________________

Stage LN

Date ______________________

1. Jet
2. Shep
3. BAt
4. got
5. CAP
6. Drm
7. BAp
8. moJ
9. With
10. mAp
11. hop
12. PlAn
13. thAt
14. SeD
15. MAD
16. GAB
17. Cop
18. fAst
19. Dish
20. WAt
21. Win
22. fAD
23. trAP
24. roB
25. fet

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## Within Word Pattern Stage Scoring Sample

**Answer Sheet: FORM A**

Name ____________________

Stage WW

Date ____________________

1. pach
2. cowch
3. steepe
4. cute
5. brigde
6. glar
7. scrap
8. might
9. gril
10. frown
11. smoke
12. flock
13. stod
14. leste
15. short
16. qwight
17. grape
18. yone
19. drive
20. coste
21. hurt
22. point
23. ripe
24. feare
25. pante

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## Syllable Juncture Stage Scoring Sample

**Answer Sheet: FORM A**

Name ______

Stage SJ

Date ______

1. furniss
2. making
3. sober
4. complaint
5. pilot
6. termite
7. polar
8. pileing
9. claped
10. escape
11. disturb
12. trample
13. curcus
14. survive
15. swimming
16. burden
17. baggedge
18. fountin
19. exsplode
20. mayor
21. solute
22. minnow
23. trotted
24. tenis
25. compiet

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## Derivational Constancy Stage Scoring Sample

**Answer Sheet: FORM A**

Name ____________

Stage DC

Date ____________

1. electrician
2. impression
3. immature
4. permisive
5. hymn
6. commend
7. grevance
8. moisten
9. assumption
10. explanation
11. dependant
12. acommadate
13. resign
14. sufice
15. incredible
16. hostility
17. erruption
18. vehical
19. condemn
20. provision
21. admiration
22. irresistable
23. compsition
24. majority
25. confident

## Error Sort

| | | | |
|---|---|---|---|
| Emergent | invisable<br>invisible | shad<br>shade | maik<br>make |
| Letter Name | mod<br>mud | confesion<br>confession | iliterate<br>illiterate |
| Within Word Pattern | k<br>come | gril<br>girl | lad<br>land |
| Syllable Juncture | complante<br>complaint | compesition<br>composition | cowch<br>couch |
| Derivational Constancy | brigde<br>bridge | lt<br>elephant | mottel<br>motel |
| jrep<br>drip | soler<br>solar | hasen<br>hasten | yat<br>wet |
| tite<br>tight | t<br>cut | doted<br>dotted | disterb<br>disturb |

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# Glossary

**abstract vowels** Vowels, other than those influenced by *r*, that are neither long nor short. Most of the abstract vowels discussed in this work are vowel digraphs and diphthongs (for example, *caught*, *toy*, and *house*). See also *digraphs* and *diphthongs*.

**acronym** A word formed from the initial letters of a phrase, like NATO (**N**orth **At**lantic **T**reaty **O**rganization).

**anagram** A word or phrase whose letters can be reordered into a new word or phrase—*steal* and *least*.

**affixes** Prefixes and suffixes, which are added to base words and word roots—*reviewing* and *subject*.

**affricate** A speech sound made when the breath stream is first stopped and then slowly forced out at the point of articulation—tongue positioned against the front portion of the roof of the mouth—as when the beginning of *chop* or *jam* is pronounced. Other letters and letter combinations besides *j* and *ch* that produce the sound of an affricate include *g* (usually before *e*, *i*, and *y*), as in *gem*, *magic*, and *gym*; *d* and *t* before *r*, as in *drip*, and *trot*; and the letter name *h* ("aich"). More complex patterns such as *tch* and *dge* also create an affricate sound—*catch* and *bridge*.

**alliteration** The repetition of initial consonant sounds in words— "*Five fowl flew far away.*"

**alphabetic principle** In alphabetic writing systems, the assumption that letters match to sounds.

**alternations** The way derivationally related words change from one form to another. There are consonant alternations (for example, *magic/magician* and *disrupt/disruption*) and vowel alternations (*compete/ competition* and *prepare/preparation*).

**anecdotal notes** A recording of observed behaviors.

**articulation** The way sounds are formed in the mouth. Novice spellers often base their invented spellings on how sounds are articulated. This can lead to spelling confusions. For example, the beginning of *drip* and *trip* have similar articulations but different spellings.

**assimilated prefixes** (also, **absorbed prefixes**) The sound and spelling of the final consonant in a prefix have been "absorbed" into the initial consonant of the base word or root to

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which the prefix is joined (for example, *in + responsible = irresponsible* and *in + merse = immerse*).

**base word** (also, **root word**) A word to which prefixes and/or suffixes are added. In *returning* the base word is *turn*. Compare *root*. See also *morpheme*.

**blend** The joining of two or more consonants with minimal change in their sounds—*b + l = black*.

**blind sorts** A word sort that is completed "blindly"—namely, without looking at the words. Words that exemplify the characteristics of each category are placed in front of the student as key words. As someone calls out the words to be sorted, the student points to the appropriate category. Blind sorts encourage students to use sound clues and their memory for particular spelling patterns.

**book talk** A brief discussion lead by a teacher or student that highlights the merits of a particular book in order to prompt students to read it.

**brief assessment option** A testing option with the Developmental Spelling Analysis that enables users to assess students' orthographic knowledge by dictating words at their stage of development. Strengths and weaknesses in knowledge of specific spelling features are revealed. Compare *comprehensive assessment option*.

**buddy-pairs** Student partners who complete word study activities together. Buddies are usually from the same spelling group but can be from different grade levels (such as, a first grader and a fifth grader).

**choral reading** Teachers and student(s) read text aloud together. Choral reading is often used to provide support for beginning readers. Compare *echo reading*.

**circle, seat, and center schedule** A rotation cycle for meeting with multiple (usually three) groups of children. During "circle," there is teacher-guided instruction; "seat" is a time when students typically complete assigned tasks independently at their desks; and "center" activities are done in the classroom but usually at a special area. Center activities may be completed independently, with a partner, or as a small group.

**class record** A roster that profiles an entire class's performance on the Developmental Spelling Analysis, highlighting specific strengths and weaknesses. Results are used for planning small group word study activities.

**closed sorts** Word sorts that rely on predetermined categories for classifying words. Pictures can also be used for closed sorts. Compare *open sorts*.

**closed syllable** A syllable that ends in a consonant sound. In polysyllabic words, a closed syllable signals a short vowel sound. The vowel sound is usually "closed" by two consonants, although the consonants may cross syllable boundaries (*mat-ter*, *cac-tus*, *tick*-et). Compare *open syllable*.

**complex consonants** Consonant units that include three-consonant clusters (*sprain* and *pitch*), two-consonant units that sound like a single letter (*pick* and *knife*), and consonant and vowel units (*bridge* and *squawk*).

**compound words** Words made up of two or more smaller words. Some compounds are written as a single word (*bookcase*); others are hyphenated (*mother-in-law* and *light-hearted*).

**comprehensive assessment option** A testing option with the Developmental Spelling Analysis that begins dictation of words at the stage preceding the student's stage of development and continues with succeeding stages until the child is unable to spell at least 12 of the

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list words correctly. Strengths and weaknesses in knowledge of specific spelling features are revealed and a total score for the inventory is attained. Compare *brief assessment option*.

**concept of word** The ability to match spoken words to printed words. Accurate pointing to words of a memorized text while reading is a common indicator of this. At least one two-syllable word must be included.

**concept sort** The categorizing of words or pictures by meaning rather than by spelling feature (such as, *farm animals* and *zoo animals*, or *tornadoes* and *hurricanes*).

**content areas** Subject areas like social studies, science, and math. In the elementary grades ,language arts is not considered a content area.

**contraction** The shortening of a phrase by omitting one or more letters, as in *didn't* for *did not* and *o'clock* for *of the clock*. An apostrophe indicates where the letters were removed.

**cumulative stories** Stories with many details added and a repetition of parts (for example, "The House That Jack Built").

**DEAR** An acronym for "**d**rop **e**verything **a**nd **r**ead"— a time when all students in a class (often the teacher as well) read books of their choice. In some classrooms, this time is referred to as ***s**ustained **s**ilent **r**eading* (SSR).

**derivational constancy spelling stage** The last stage of spelling development. Spellers study relationships between *derived* forms of words—namely, between words that share a common root. They learn that many spelling patterns remain constant across derived forms despite changes in sound. The *g* in *sign* is retained because of its meaning connection with *signal*. See also *alternations*.

**developmentally appropriate spelling instruction** Instruction that is targeted at a child's stage of spelling development, where learning is likely to be maximized.

**developmental spelling** Children progress in their knowledge of the English spelling system from concrete letters and sounds to more abstract pattern and meaning relationships.

**Developmental Spelling Analysis (DSA)** A dictated word inventory designed to determine students' stage of spelling development and to highlight strengths and weaknesses in their knowledge of specific spelling features so that appropriate instruction can be planned.

**dialogue journal** A journal in which students and teachers (or students and peers) exchange written conversations about literary works.

**dictated experience stories** (also known as the **language experience approach, LEA**) An approach to reading instruction in which students dictate stories to the teacher, an older student, or a parent. The stories are written down using the students' own language. Because the language and experience are familiar to the child, the stories are more easily reread than other stories. Children practice reading the stories with choral or echo reading and independently. Known words are collected from the text for word banks. This type of approach is especially beneficial for students with limited English background and other special needs. See *choral* and *echo reading*.

**digraph** Two letters that make one sound. Consonant digraphs (*ship*, *chop*, *that*, *when*) are focused on at the letter name spelling stage; vowel digraphs (*seat*, *boat*, *saw*) receive attention starting at the within word pattern stage.

**diphthong** The sound produced by one vowel gliding into another (*boil*, *joy*, *shout*, and *crowd*).

**directionality** The left-to-right direction used for reading and writing in English.

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**doublet** A special type of VCCV across-syllable pattern in which the two consonants (CC) are the same—b*utt*er. Compare with a normal VCCV pattern like b*ask*et.

**early spellers** Students who correctly spell 0–11 words on a particular stage list of the Developmental Spelling Analysis Feature Inventory but who spell 22–25 words correctly on the previous stage list.

**echo reading** An oral reading technique that is used to support readers who have limited sight vocabularies. The teacher (or a peer) reads a section of text, and the student echoes or imitates the reading. Fluent reading is modeled and exercised during echo reading.

**emergent** A period of literacy development that precedes conventional reading and writing. Emergent spelling is the first stage of spelling development. It is characterized by writing that shows no letter–sound correspondence until the end of the stage. The emergent spelling stage has also been called the *preliterate stage* (Henderson, 1990). See also *prephonetic writing* and *semiphonetic writing*.

**eponyms** Words that are named after people. For example, the word *sandwich* originated with the Earl of Sandwich, whose favorite pastime was gambling. To avoid wasting time, he had his meat wrapped in bread and delivered to the table. In this book, words named after places are also included as eponyms.

**etymology** The origin and development of a word. This information is included as a part of dictionary word entries.

**expository text** Informational text.

**Feature Inventory** A dictated word inventory that is part of the Developmental Spelling Analysis. The inventory is used to assess an individual's (or group's) knowledge of specific spelling features at her stage of spelling development so that instruction can be tailored to meet identified needs.

**fluency** The automatic recognition of words—reading that is done smoothly and accurately.

**genres** Categories of children's or adolescent literature, such as contemporary realistic fiction, fantasy, historical fiction, biography, poetry, mysteries, and informational text.

**homographs** Words that are spelled the same but have different pronunciations and different meanings ("A *desert* is dry" and "The soldier decided to *desert* his regiment," or "What do you *estimate* the answer to be?" and "The insurance company gave an *estimate* for repairing the damaged car").

**homonyms** Words with different origins and meanings but with the same spelling or pronunciation. Homographs and homophones are different kinds of homonyms. This word is also sometimes used to refer to words that are spelled *and* pronounced the same but that have different meanings (the *bridge* you cross and the card game of *bridge*).

**homophones** Words that sound alike but which have different spellings and meanings (*plain* and *plane*).

**inflectional ending** In English, suffixes that indicate verb tense (*ing*, *ed*), adjective and adverb comparisons (*er* and *est*), and noun plurals and possessives (*s*, *es*, *'s*, and *s'*)

**intermediate grades** In the United States, usually grades 4–6 in school.

**invented spelling** Temporary, incorrect spellings that reflect a writer's current knowledge of the English spelling system. Spelling inventions provide valuable information about children's perceptions of how words work.

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**key words and key pictures** Words or pictures that are used as category headers during word sorts. They clearly reflect the feature represented by the category. For example, the words *tap*, *bake*, and *car* might be used as key words for a word sort that focuses on the sounds of *short a*, *long a*, and *r-controlled* (or *r-influenced*) *a*.

**letter name spelling stage** The second stage of spelling development in which students begin to represent beginning, middle, and ending sounds with letters that are phonetically accurate. Letter choice is often based on the sound of the letter's *name* rather than on the more abstract letter–sound association. Thus, *y* may be used to represent the first sound in *wet*, because the letter's name produces a "wuh" sound. The name of the correct letter, *w* ("double-u"), bears no resemblance to the desired sound.

**malapropism** The accidental substitution of incorrect but similar-sounding words, as "Modeling is a good way to *provoke* writing" (*promote*).

**meaning-based spelling strategy** The use of meaning units as clues to correct spelling—for example, knowing that *marked* ends in *ed* because of the past tense, rather than *t* as the sound suggests; or that *illegal* is written with two *l*'s, in order to preserve the prefix meaning of "not."

**metaphor** A figure of speed in which a word or phrase that normally refers to one thing is used to describe another; an implied comparison. For example, "He had a *mountain* of homework to do." Compare *simile*.

**mnemonic** An aid to memory, such as "*N*ever *e*at *s*our *w*heat" for remembering *n*orth, *e*ast, *s*outh, and *w*est on a compass, or associating *ears* with *bears* in order to recall the appropriate *r*-controlled pattern.

**morpheme** The smallest unit of meaning, including prefixes, suffixes, and roots. Morphemes can be *free* or *bound*. Free morphemes are actual words and can stand alone, like *talk* or *paper*. Bound morphemes cannot stand alone and must be used with words. Prefixes and suffixes like *pre*, *un*, *re*, *ful*, *ing*, and *es* are bound morphemes, but roots can be either bound or free. *Misspelled* has two bound morphemes (*mis* and *ed*) and one free morpheme (*spell*). By contrast, *baseball* has two free morphemes (*base* and *ball*) but no bound morphemes, and *audible* has two bound morphemes (*aud* and *ible*) but no free morphemes. In this book ,the word *root* refers only to bound morphemes, unless otherwise designated. *Base word* is used to indicate a free morpheme. See *base word* and *root*.

**onomatopoeia** Words that sound like what they mean (*buzz*, *tinkle*).

**onset** The part of a syllable that precedes the vowel, the initial consonant(s). For example, in one-syllable words, the *j* in *jump*, the *ch* in *chop*, the *fl* in *flap*, or the *str* in *string*. Although most syllables have onsets, not all do—*at*, *in*, *air*, *use*. Compare *rime*.

**open sorts** A categorizing of words or pictures according to a student's own judgment. Open sorts provide useful diagnostic information by revealing what students are attending to as they work with words—sound, pattern, meaning, word length, and so on. Compare *closed sorts*.

**open syllable** A syllable that ends in a vowel sound. When the syllable is stressed, the sound is long (*ba-sic*, *sea-son*, *hi*). Compare *closed syllable*.

**orthographic/orthography** Literally, "straight" or "correct" (*ortho)* "writing" (*graphy*). Orthography refers to the writing system of a language. Some writing systems are based on ordered characters or symbols. English orthography relies on correct sequences of letters, standard spelling.

**oxymoron** A figure of speech that combines contradictory terms, as "a bitter sweetness."

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**palindrome** A word, phrase, or number that reads the same forward and backward (*peep*).

**pattern sort** A word sort that focuses on spelling patterns rather than sound distinctions. For example, in a pattern sort, the words *thread*, *meat*, and *great* would all be grouped together because they share the *ea* pattern, and *seen* and *been* would be grouped in another category, since they share the *ee* pattern. Compare *sound sort*.

**pattern-based spelling strategy** The use of pattern, or sequences of letters that represent a particular sound, in spelling. Students who use patterns when writing words know there is more to spelling than sound. For example, although the single vowel sound in *van* is represented with just one letter, the single vowel sound in *vane* or *vein* is recorded with a pattern that includes silent letters to mark the vowel as long.

**patterned text** Books that include rhyme and/or repetition of phrases and sentences. Such books are used to support beginning readers, who are able to use the predictability of the text to anticipate upcoming lines (For example, " 'Is your Mama a llama?' I asked my friend Dave. 'No, she is not,' is the answer Dave gave," Guarino, 1989).

**personal voice** (also, **author's voice**) In writing, the unique way in which the author expresses his or her ideas.

**phoneme** In speech, the smallest unit of sound that distinguishes one word from another, as /t/ in *tap*, /m/ in *map*, and /l/ in *lap*. *Map* has three phonemes—/m/ + /ă/ + /p/ and *eight* has two—/ā/ + /t/.

**phonemic awareness** An awareness of individual speech sounds. Students who are phonemically aware can produce rhyming words and words that start with the same sound. For example, upon hearing the word *sack*, a student might respond with *pack*, *back*, or *whack*. Likewise, in response to a word like butter, a student might say *ball*, *Ben*, or *bug*.

**phonics** Different people use this term in different ways. Typically, it refers to instructional practices for teaching beginning readers sound–symbol relationships.

**phonogram** A sequence of letters (the vowel and what follows it) that is common to many words. Phonograms that occur frequently in single-syllable words include *an*, *ate*, *ell*, *eat*, *ip*, *ing*, *oke*, *or*, and *ug*, and *ump*, as well as many others. Compare *rime* and *word family*.

**phonological awareness** Awareness of word parts. Words can be separated in three ways. The easiest for students is by syllable—*rab-bit*, *mo-tel*, *el-e-phant*. A second way involves separating individual syllables into onsets (initial consonant[s]) and rime (the vowel and what follows)—*c-at*, *br-ing*, *g-o*, and *b-as / k-et* or *p-a / p-er*. The third and most difficult way is by individual phonemes—*/r/-/ea/-/d/*, */d/-/ă/-/d/*, and */b/-/l/-/ă/-/ck/*. See *syllable*, *onset*, *rime*, and *phoneme*.

**picture sort** The categorizing of pictures according to similarities and differences in their sound or meaning. Picture sorts are usually used with students who have not yet learned to recognize many or any words.

**polysyllabic words** Words of more than one syllable. *Lightning* has two syllables, and *hippopotamus* has five.

**portmanteau word** A word that is a combination of two other words, like *breakfast* + *lunch* = *brunch*.

**possessives** Nouns (and pronouns) that show ownership. Possessive nouns are usually formed by adding an apostrophe and *s* (*book* → *book's cover*) or just an apostrophe (*students* → *students' work*).

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**preconsonantal nasal** A nasal sound is one produced through the nose, as the *m* and *n* in *mop* and *not*. *M* and *n* are *preconsonantal* nasals when they appear before another consonant, as in *jump* and *land*.

**predictable text** Books that are written with rhyme, repetition, and rhythm, enabling beginning readers to anticipate words, thereby easing the task of word identification for them.

**prefix** A unit of meaning that attaches to the beginning of a base word or word root. Examples of prefixes include *pre*, *mis*, *un*, *in*, *sub*. Compare *suffix*.

**prephonetic writing** Literally, "before sound". Writing that demonstrates no letter–sound correspondence. Scribbles, random marks, wave-like writing, and random letters are all examples of prephonetic writing. This type of writing occurs during the emergent spelling stage. Compare *semiphonetic writing*.

**primary grades** In the United States, usually grades 1–3 in school.

**r-controlled vowels** (also, **r-influenced vowels**) In English, when a vowel is followed by an *r*, the *r* colors the sound of the vowel (compare *burn/bun*, *hard/had*, and *bird/bid*).

**reading to learn** Reading for the purpose of acquiring knowledge.

**reading workshop** Usually, a whole-class reading time where students either read independently or with a partner. Teachers often hold conferences with individual students during this time to discuss the story, talk about vocabulary, and listen to oral reading.

**reliability** Dependability in test measurement; the extent to which individual differences are measured consistently.

**rhyming** Recurring final sounds (the vowel and what follows it) in words (*slate*, *bait*, *eight*, and *great* all rhyme, despite their different spellings).

**rime** The rime of a syllable is the vowel and any consonants that follow it. In the words *tap* and *slap*, the rime is *ap*; in *seat* it is *eat*. Some rimes are common to many words. Compare *phonogram* and *onset*.

**root** (also, **word root**) A Greek or Latin meaning unit to which prefixes and suffixes are added, as *chron*, *derm*, *spect*, *fer*, *mem*. Most word roots are not complete words. Compare *base word*. See also *morpheme*.

**rhythm** A pattern of recurring emphasis in spoken or written words.

**scaffolding** Providing necessary support for learners through modeling and practice, then gradually removing the support as the learner moves toward independence.

**schwa** In English, the vowel, or vowel pattern, in an unstressed syllable, as in *about*, *fossil*, and *villain*. Dictionaries represent the schwa sound with the symbol (ə).

**Screening Inventory** A component of the Developmental Spelling Analysis. A 20-word dictation list that is composed of words at the letter name, within word pattern, syllable juncture, and derivational constancy stages. It is used to identify an individual's stage of spelling development. Compare *Feature Inventory*. See also *stage of spelling development*.

**semiphonetic writing** Literally, "part sound". Writing that shows some awareness of letter sounds. Initial or initial and final consonant sounds are represented (K or KT for *cat* and DD for *daddy*). Vowels are absent. Semiphonetic writing occurs at the end of the emergent stage when children are developing a concept of word. Compare *prephonetic writing*. See *concept of word*.

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**sight vocabulary** Words that can be automatically recognized.

**simile** A comparison of two unlike things, usually with the words *like*, *than*, or *as*. For example, "Although he was *as skinny as a rail*, he could *run like the wind*." Compare *metaphor*.

**sound-based spelling strategy** Using the sounds of individual letters as clues for spelling words. Letter name spellers often rely on the sounds of letter names (*take* = TAK and *sat* = CAT).

**sound sort** A word or picture sort that focuses on differences in sound, rather than pattern. For example, in a sound sort, words like *thread* and *deaf* would be grouped with words like *sled*, *bend*, and even *said* because they all have the short *e* sound. Compare *pattern sort*.

**speed sorts** Word or picture sorts intended to help students internalize spelling patterns. Through repeated, timed trials, sorting of the features becomes automatic.

**spelling** The correct ordering of letters to represent words, also called *orthography*. See *orthographic*.

**spelling inventory** A dictated list of words used to determine a student's spelling competence. The Developmental Spelling Analysis is an example of a spelling inventory.

**spoonerism** The accidental mixing up of parts of words, as "The gray mouse ran away" and "The May grouse ran away."

**stage of spelling development** Five periods or stages of spelling development are described—emergent, letter name, within word pattern, syllable juncture, and derivational constancy. *Stage of spelling development* refers to the stage at which a student uses spelling features but uses them inconsistently. It is where instruction should be focused, because the learner is ready to acquire new understandings.

**stage score** On the Developmental Spelling Analysis, the number of correctly spelled inventory words at a given stage of spelling development.

**student profile** A form for recording information about an individual student's spelling performance across time.

**suffix** A unit of meaning that attaches to the end of a base word or word root. Examples of suffixes include *ly*, *er*, *ing*, *ness*, *ible*, *ity*. Compare *prefix*.

**syllable** In spoken language, units of speech that consist minimally of a vowel (*a*, *I*, *a-gain*, *tri-o*). Usually the vowel is preceded and/or followed by several consonants (*string*, *rab-bit*, *fe-ver*, *dic-tion-ar-y*. Dictionaries do not always accurately represent syllable divisions; meaning overrides sound—for example, *grat-ing* not *gra-ting* or *hik-ing* not *hi-king*.

**syllable juncture spelling stage** The fourth stage of spelling development. Students work with words of more than one syllable. They learn how syllables join and when to double a final consonant or drop a final *e*; they also learn to extend their vowel pattern knowledge and to correctly represent vowel sounds in unstressed syllables.

**syllable stress** (also, **accent**) A syllable that receives the primary emphasis in a spoken word, such as *syl-la-ble* and *to-mor-row*. The symbol (') is used to designate which syllable is accented. In words that have several syllables, a secondary stress (less emphasis) may also be indicated. Syllables that are unstressed usually have a schwa vowel. See *schwa*.

**tacit** Tacit understanding is knowledge that one has, but not at a conscious level of awareness.

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**total inventory score** A score that indicates overall performance on the Developmental Spelling Analysis. Total inventory scores can range from 0 to 100.

**tracking** The ability to point to words while reading. Accuracy in tracking is used to determine whether a student has a concept of word. See *concept of word.*

**unconventional spelling** Spelling that is not standard or correct.

**vowels** *a, e, i, o, u,* and sometimes *y. Long vowel* sounds are those that produce the sound of the letter's name, as in *make, read, bike, boat,* and *tune. Short vowel* sounds are like the *a* in *bat, e* in *pet, i* in *sit, o* in *hot,* and *u* in *cup.* As a vowel, *y* can have different sounds—*baby, cry,* and *myth.*

**weekend news writing** A type of journal writing used in primary grades. At the beginning of the week ,students write about their weekend activities.

**within word pattern spelling stage** The third stage of spelling development. Students at this stage move beyond strict one-letter–one-sound correspondences and learn to spell by pattern. A primary instructional focus is the marking of long vowels (*gave, wait, tray,* and *vein*), but other vowel and consonant patterns also receive attention (*dart, boil, crouch, caught* and *pitch, fudge,* and *squid*).

**word bank** A collection of known words (sight words) used by beginning readers for word study and review. Word bank words are gathered from text children have read and reread. They are kept in a plastic bag, envelope, small box, or elsewhere, so that they are readily accessible. The process of harvesting words for the word bank often works like this: After students are familiar with a story (dictated experience story, rhyme, and so on) the story is cut apart into sentences, which are read, matched to sentences in the story, and sequenced. The sentences are then cut apart and individual words are identified in isolation. Words recognized by sight are added to the bank, reviewed, and used in word study activities. This process may take several days.

**word cards** Words that are used in word study are usually written on small (2½" × 1") cards for student manipulation during sorting activities.

**word family** Words that share a phonogram (the vowel and letters that follow it). The words *hop, pop, stop, top,* and *flop* share the *op* phonogram and are part of the *op* family. Likewise, *coat, goat, throat,* and *boat* share the *oat* phonogram and belong to the *oat* family. At the derivational constancy stage, word family is used to describe words that share the same base or root, as *receive, deceive, perceive* and *reception, deception, perception* or *dictate, dictator, dictionary, verdict,* and *contradiction.*

**word hunt** A word study activity in which students apply their knowledge of spelling features being studied, by hunting through text they have already read for words with the same spelling features.

**word play** Activities that arouse students' interest and curiosity in words. Rhyming, word histories, and the use of words for special effect (like similes and metaphors) are a few examples of word play. To introduce a particular type of word play, teachers often share examples from children's or adolescent literature. See *simile, metaphor,* and *rhyming.*

**word recognition** The identification of a word—being able to pronounce the word and, usually, understand its meaning to some extent.

**word root** See *root.*

**word sorts** Compare and contrast activities in which students group like words into catego-

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ries according to their sound, pattern, or meaning. Each category is usually headed by a key word. See *key words*.

**word study** A student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the way words work.

**word study notebooks** Notebooks that are used by students during word study to record word sorts and discoveries, list word hunt findings, and complete other types of word study activities.

**word walk** A teacher-guided introduction to a word feature. Through teacher modeling and guided practice, students are "walked" through words to discover sound, pattern, and meaning principles related to the features under study. Word walks usually include word identification, discussion, sorting, and much student thinking and reflection about words.

**word webs** A graphic representation of word relationships. Word webs are often used with the study of word roots. A root is written in a center oval with lines radiating from it. At the end of each line, students record a word that includes the root. For example, *phon* might be written in the oval and words like the following around it: *earphone, homophone, phoneme, symphony, telephone, phonics*, and *microphone*.

**writers' workshop** Regularly scheduled writing time during which students use process writing to plan, draft, revise, edit, and publish pieces. Collaboration and feedback from peers are common practices.

**writing sorts** A word study activity in which students write their words under category headings. Writing sorts are sometimes used to assess students' ability to spell the week's words.

**writing to learn** Writing that is used to gain a deeper understanding of concepts and ideas encountered during reading.

**zone of proximal development (ZPD)** A term introduced by Vygotsky, a Russian psychologist. ZPD refers to circumstances that enable a student to maximize learning when given the support of an adult or peer. Instruction targeted at a student's zone of proximal development is neither too easy nor too difficult. For word study, zone of proximal development corresponds to an individual's stage of spelling development. See *stage of spelling development*.

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